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“CIRCLE MORE BEFORE YOU LAND”: AN ETHNOGRAPHY OF FEMINIST
LEADER DR. CHARLOTTE WEST

BY

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DISSERTATION

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Abstract

The dissertation is an ethnographic biography focused on Charlotte West. Material was derived from a series of oral history interviews conducted over a nine-year period starting in 2005 as part of my master's degree program and then used as a primary resource for my dissertation. Born in 1932, Charlotte is still living, volunteering her time to a variety of causes and working to protect Title IX. Whether it is testifying before Congress or educating future female administrators through the National Association of Collegiate Women Athletics Administrators (NACWAA) she has retained her drive and passion for protecting and extending opportunities for women in sport and athletics. Her humble approach to life is recounted through her actions and stories; over the course of my interviews with Dr. West, she gradually revealed the influences on her philosophy, training, friends and leadership style. Her journey from a snowbird student in elementary school to one of the most influential and well respected leaders of the modern women's sports era is compelling to historians, and instructive to students of cultural and women's studies.

Dr. West spent 42 years at Southern Illinois University and still splits her time between Carbondale and Estero, Florida. She is still a snowbird! She is a pivotal figure in the sports arena through her work on Title IX, as one of ten presidents who served for the Association for Intercollegiate Athletics for Women (AIAW), and as one of the few women to serve as an interim athletic director at a Division I athletic program sponsoring football. For her work and leadership, Charlotte accrued some of the most prestigious local, regional and national awards (e.g., 1st Honda Award recipient, Missouri Valley Conference (MVC) Hall of Fame, first female member of the National Association of

Collegiate Directors of Athletics, and a named award from the MVC [awarded to a male and female student athlete annually] to name just a few. Most recently Charlotte was honored with a named room at the National Collegiate Athletic Association headquarters in Indianapolis and she will enter the Women's Basketball Hall of Fame in Knoxville, Tennessee as a member of the class of 2014 this June.

Through her work in the AIAW and the National Collegiate Athletic Association (NCAA), Charlotte West is a member of a group of very elite, well-educated, involved, and influential women from the physical education field who helped lay the ground work for women across the United States to compete athletically, coach professionally and become leaders through administrative positions around the country. In 2008 at the Lake Placid North American Society for Sport History (NASSH), Earle Zeigler gave a keynote address memorializing and then criticizing the trend of the organization away from its roots in physical education. Charlotte West is an example of one of those lost physical educators of whom Dr. Zeigler spoke. West's story is interesting and little known given the stature she has as one of a group of pioneers who deserve to be recognized for their selfless influence, knowledge, power and long lasting generosity to the profession. Her early life contributed significantly to the building of her character and her professional path and is also one of the many focal points of this dissertation.

Proem

What can I learn from you?
In your lifetime, in what you've been through
How'd you keep your head up and hold your pride
In an insane world how'd you keep on tryin'
One life can tell the tale
That if you make the effort, you can not fail
By your life you tell me it can be done
By your life's the courage to carry on

Heroes

Appear like a friend
To clear a path or light the flame
As time goes by you find you depend
On your heroes to show you the way

What can I learn from you?
That I must do the thing I think I can not do
That you do what's right by your heart and soul
It's the imperfections that make us whole
One life can tell the tale
And if you make the effort you can not fail
By your life you tell me it can be done
By your life's the courage to carry on...¹

¹ Ann Reed. *Heroes*; Words and music: Ann Reed • © 1992 Turtlecub Publishing.

Table of Contents

Chapter	Page
Praxis	1
1. Theoretical-Methodological Approach	14
2. Constructing a Pioneer	35
3. I Have Always Been So Competitive	50
4. Constrained by History	72
5. Professional Identity, Orgs, and Trials	91
6. “Gosh It’s Gone Fast Too”	128
Bibliography	138
Suggested Selected Readings	147
Appendices	
A. Charlotte West Curriculum Vitae	169
B. List of Interviewees from the ‘ <i>Family Memories</i> ’ Collection at the Abraham Lincoln Presidential Library and Museum, “What About the Character of the Girls?”	178
C. Responses of Interviewees to Title IX Question How Do You Think Title IX Affected Girls’ Basketball in Illinois	179
D. National, Regional and Local Organizations of Physical Education, Athletics, and Sport	184
E. Responses of Interviewees to How Quickly Changes were Seen in Funding for Girls’ Sports in Illinois after Passage of Title IX	186
F. Chronological List of the Association for Intercollegiate Athletics for Women Presidents (AIAW)	191

G. Institutional Review Board Waiver	192
H. Transcript Proofing Instructional Sheet	193
I. Original Interview Questions	194
J. Example of Gift of Deed Document	197

Praxis

I started the work on this dissertation in 2007, knowing what I wanted my dissertation to be about when I arrived (but lacking the background and knowledge necessary to start). In the 1970s I saw Charlotte West before I ever knew of her, had spoken with her or realized how closely her life's work impacted the life I longed for and eventually was able to live. I could not have picked her out of a crowd or told anyone why she was important to me or to others in the world in 1974, but that was then, this is now. Almost 40 years later and I know exactly why her work impacted my life, why it is important and most of all, why her story needs to be told, marked for those who come after us, who will never have the fortune to experience the dignity, intellect and humor that makes Charlotte West so special.

This dissertation is an ethnographic biography of Charlotte West at the same time as it is an Autoethnography. This method is used to bring a second voice into the description as a tool for illustrating and easing burdens, real or perceived, of many subjects. I seek in this dissertation to preserve the life story of Dr. Charlotte West but also, through the autobiographical voice, I hope that stories of my own personal journey negotiating life and sport in the late twentieth century serve as documentation of the ways that gender and sexuality constructed and obstructed everyday lives, permeating our culture in so many ways. Some of the materials and research used to construct this project also introduce and highlight issues that are not discussed or critiqued in the content of this dissertation. For example, missing are inquiries and exploration on

concerns of race, or the explicit ways that college-educated White women of the time period sought to preserve, maintain and at times promulgate particular practices of femininity (such as when women athletic administrators “outlawed” play in industrial leagues and AAU competitions). Additionally, the dissertation does not study or probe the cultural historical context in which West and her cohorts’ negotiated individual sexuality, for there is a silence on this matter by my interlocutors. This silence itself speaks to the unspoken influences at play in the complicated fields and practices that were part of Charlotte West’s environment.

A very prominent element in the Quaker religion is the concept of “Living in the Light”, the lived experience of finding your “Calling” which in turn will make you successful at what you do because you were destined for that work. While I am not religious, there is a certain harmony, existentialism in this concept that has played out in my intellectual and professional life. In my view, I was born to study history. It is what I love, what I am good at and what interests me. If only I had ever been told I could study the history of sport when I was younger, wow, I would never have looked back.

Unfortunately, when I was a child begging my father to stop at every brown signed historical marker or battlefield during our cross country fishing trips, women and sport were not words join by the word “and” or, spoken together. It was not until I started graduate school at The Pennsylvania State University in the history department that I learned of a course about Olympic History in the Kinesiology Department taught by John Lucas. Who knew! Sure, it ended up OK for me, I was the third generation of collegiate athletes in my family (grandfather ran track at Penn State, father played football at West Virginia University and I was a tennis player at Iowa State

University)...just not the gender that my family thought the third generation would be; I was able to go on to coach basketball and softball at the collegiate level. Eventually I retired from coaching after a very serious bus injury opened a window for me to parlay my history degrees into a second profession of interest to me, civil and human rights. In this new work, I did not leave sports, I brought them with me.

My father so vehemently opposed me studying history I did not tell him when as a junior at Iowa State I changed my major from Fisheries & Wildlife Biology (something you can “have a profession in”) to history (something you “waste your whole life in a library with musty books” over). My mom was more empathic and warned my dad before he opened the commencement ceremony program that he should “keep an open mind.” She guided him to look under the History Department in the College of Liberal Arts and not for the Fisheries & Wildlife Biology Department in the College of Science and Engineering. To his credit he never said anything about this to me and although he died before I finished this Ph.D., he was a convert and very supportive of me studying history throughout my graduate programs.

All of this is background to the next biggest issue in life after a Calling. That would be timing. Timing in life is everything. One spring day in 1975, when I was a freshman at Hinsdale South High School on a “field trip” to Illinois State University, I saw two women named Charlotte at Horton Fieldhouse, who would intersect my life several times over the next thirty-nine years. One was Charlotte Lewis, a women’s basketball player at Illinois State (future Olympian)¹ and the other was Charlotte West (a national leader in the fight for athletic opportunities for girls and women and basketball

¹ Ellyn L. Bartges, “If It Doesn’t Play in Peoria...,” *Journal of Sport History* 38, no. 2 (2011): 37-51.

coach). This was really the beginning of my odyssey of qualitative inquiry. On the court that day was, as Denzin describes, the intersection of the personal, historic and political elements that would guide this ethnography.² It would be years and a very long journey before I realized I stood at that intersection in 1975 as a teenager. Thirty-eight years later I submit this work thankful that people, mostly women like Charlotte West broke trail for me, and others like me, making this work possible.

The list of people to thank is many and quite varied going back to the first formal teachers of history I had and a number of people who helped me along the way. Mrs. Elaine Reynolds (deceased) formerly of Hinsdale, IL my junior high social studies teacher and Dr. Joel B. Stellwagon (deceased) formerly of Wheaton, Illinois—my high school history teacher—made such significant impressions on me, letting me roam and find mental peace in books and readings during painful times of my youth. Frau Agnes (Anja) Routbort of Downers Grove, Illinois, my German teacher for four years, brought the first and most significant exposure to internationalism and language I had ever had. I learned more about the English language from her than I had learned from all my English teachers combined and this would remain true through my college experiences as well. Great teachers: caring, tough, humorous beyond my small world. My other early significant teachers were my first real coaches. I was lucky enough to have experienced competitive swimming at a young age—Mr. Gary Burton, the high school swim coach, agreed to give me a “trial” at swim lessons when I was five despite his own rule then that no child younger than eight could join. My mom pleaded with him, fearing I would drown due to my lack of fear of the water. We lived on a lake and also my grandparents

² Norman K. Denzin, *The Qualitative Manifesto: A Call to Arms* (Walnut Creek, CA: Left Coast Press, 2010), 38.

lived along a remote and wild stretch of the Allegheny River where a little respect for water was considered a good thing. Coach Burton said I could come to practice one Saturday and he would see if I was mature enough to pay attention. I did not leave until I was about twelve, (when I finally got the long desired horse), swimming in little meets and learning all the various strokes. It was my first formal competitive experience and I loved it.

It was not until I got to high school (Hinsdale South) that I encountered my next coach and my first female coach. Although she was only my coach for one year, Linda Gollan made a lasting impact on my life. As my first tennis and then basketball coach, this Slippery Rock Teacher's College, (Pennsylvania), alumna made hard work fun, learning new physical skills interesting and rewarding and expanding our sport world a mission. She is the coach who took us to Illinois State to see women playing intercollegiate basketball, she is the one who opened a door (although opportunities were growing by leaps and bounds, they needed a facilitator and she was one of those people) that has never been shut for me.³ Linda and I stayed in touch over the next thirty-eight years and I expect will continue to do so until one of us is gone. My debt to her is a large one on so many accounts and she will always be dear to me. The other significant coach I had in high school was Lynne Slouber.⁴ When Linda Gollan resigned to focus on raising her fledgling family, Lynne was hired to teach in the girls' physical education department and to coach the already successful girls' basketball teams (varsity and junior

³ Linda Gollan, interview by Ellyn L. Bartges, "What about the Character of the Girls?" *Family Memories* Collection, Abraham Lincoln Presidential Library, Springfield, IL, 2013, <http://www2.illinois.gov/alplm/library/collections/oralhistory/girlsbasketball/Pages/GollanLinda.aspx>.

⁴ Lynne Slouber, interview by Ellyn L. Bartges, "What about the Character of the Girls?" *Family Memories* Collection, Abraham Lincoln Presidential Library, Springfield, IL, 2013, <http://www2.illinois.gov/alplm/library/collections/oralhistory/girlsbasketball/Pages/SlouberLynne.aspx>.

varsity) going into the third year of their existence. She was (and still is) a kind woman who was very enthusiastic and dedicated to her new charges. The University of Illinois graduate joined at least two other U of I faculty in the Physical Education department at Hinsdale South; she took pride in her teaching, coaching duties as well as in her husband Mark and stepson Aaron. She only stayed at South for two years but she made an impact on all of us.

My college teachers, especially in the history department, set me free. I have an eternal debt of gratitude to Professors Wilt, McJimsey, Apt, Zaring, and especially Clair Keller from the history department at Iowa State University who engaged me intellectually like I had never been engaged before. They were awesome. My academic advisor Tom Polito was a lifesaver, and he has my everlasting gratitude for helping me find myself and for essentially telling me it was OK to do something different than my parents wanted me to do (he might cringe at that but he is safely retired).

Graduate school at The Pennsylvania State University (in Colonial and Revolutionary US History) introduced and influenced me through the mentorship of Dick Pensick, John Lucas, Gary Gallagher and most generously the spirit and kindness of John Frantz for whom I was a teaching assistant as well as one of his advisees. My fondness, respect and love for him and his wife Lurene will follow me to my grave. Penn State is where I got my start in coaching basketball too. I started school in January, spending my free time in this new environment attending Lady Lion Basketball games during a year they were very successful and impressive. So impressive I decided to make an appointment to meet with the head coach, Rene Portland, and ask her if I could volunteer with her team during the 1986-1987 season. I got dressed up, went in and told her I was

impressed with the X's and O's from the staff and I was eager to learn. I do not know in retrospect if I had known who she was and her incredible basketball history, if I would have shied away or not but we had a good meeting and at the end of it she shook my hand and told me "not very many people would have the guts to come in here off the street and engage me in a conversation about out of bounds plays and defense. If you want to volunteer, come back in early August and you can join us this year." A career was launched and a friendship started which lasted for decades with her being very supportive until 2010 when I asked her to proof something I wrote too much, too personal for her comfort or beliefs. I will always be grateful for the doors she opened for me in coaching and the experiences and opportunities I would not have had without her connections. She will always be one of the greatest game coaches, especially with out of bounds plays that I have ever seen.

Twenty years later at Western Illinois University my mentors were many including, Virginia Jelatis, Richard Sutton (deceased), Darryl Dykstra (deceased), Larry Balsamo, Robert Sutton (deceased) and most importantly my advisor, mentor and friend Virginia Boynton. Ginny, like so many of the others listed above (but one of the few women), is an amazing teacher. She is the one who encouraged me to pursue my idea about a collection of oral histories on girls' basketball in Illinois, which eventually won a Provost's Research Grant, and was noticed by the Director of Oral History at the Abraham Lincoln Presidential Library and Museum that now curates the collection of interviews. Without Ginny's support I do not know if I would be where I am today academically. She is truly gifted, immersed in her teaching and she brought out the best

in me intellectually. She listens, engages and challenges her students to inquire however they need too. Again, I am indebted to another teacher for the rest of my life.

I have been fortunate to have the full support of my employers and co-workers (Janelle McGruder and Amber Dodds) both while I pursued my master's degree and my Ph.D. At Western Illinois University my immediate supervisor Cathy Couza enabled me to alter my work schedule in the Affirmative Action Office in order to take classes towards completing my Master's degree. Once I finished that degree and decided to go on to the University of Illinois for a doctorate which involved a two and a half hour commute one way once a week, I was granted a more flexible schedule and some forbearance (such as when it came to work sleepy some mornings the day after class). WIU President Alvin (Al) Goldfarb (retired) was also very supportive and encouraging to me, often asking how classes were going and interested in hearing how I was doing. As fate would have it his son Jason is graduating from Illinois with his doctorate at the same ceremony I am this spring. Since our office was a part of the President's Office I would not have been able to pursue this degree without his full support. The people of the State of Illinois also supported me through a full tuition waiver granted to Civil Service employees to any state institution in which one is accepted academically. What a gift, thank you.

Moving to St. Cloud, MN for a new job provided challenges too great to discuss or understand to the outside world. Suffice it to say thank you to President Earl H. Potter, III who agreed it was important to support my educational pursuits both financially and emotionally these last four years. His patience and understanding are greatly appreciated. Some of my colleagues on the management team are also greatly appreciated for their

support, understanding and the occasional prod. Especially Judith Siminoe and Wanda Overland who have gone the extra mile with gift cards for yogurt and trips to Cold Stone Ice Cream or the occasional drive by delivery of Peeps☺, as well as Lisa Foss (who is also currently trying to finish her Ph.D.), Provost Devinder Malhotra, Deans Bodvaarson, Devers, Springer, Lawson, Gregory, Alawiye, and Philippot. A very special thank you to my co-workers Renee Dingmann and Desiree Clark who next to my partner have had the greatest burden to bear in terms of how my doctoral work affected your workloads such as when I have made trips to Champaign, had my comprehensive exams, and sequestered myself away to do research or write. You are amazing women, truly good, selfless people with knowledge and wisdom that no book could ever give or grant. Renee especially, your worldliness surpasses many of the people we work with on a day-to-day basis and you have given me hope and many lessons about the art of being positive. Thank you seems entirely insufficient but is given sincerely. Thank you also to Nina Weldon for all of the years and transcribing of the interviews she has done. Your professionalism and accuracy have helped me and the interviewees preserve the stories for future generations. You have been a wonderful colleague.

To the members of my dissertation committee, C. L. Cole, Norm Denzin, Melissa Littlefield, Synthia Sydnor and Amy Woods, I am very grateful for your time, thoughts and encouragement. I hope I have adequately illustrated the lessons each of you has brought to this scholarly work in a way that honors your contributions. I have grown as a scholar and researcher under your tutelage and from your collective intellect. The classroom environments you created and fostered were the most diverse, challenging and engaged experiences of my life intellectually. You have not only contributed to my

academic growth and development but you have had an unexpected impact on my professional development and vision as a university administrator. My experiences at Illinois have been everything I could have dreamed of given my circumstances. My only regret was that I could never be a full time student and immerse myself totally in the life of the department but I am grateful for your full time attention and belief in my work and the impact of the people such as Charlotte West who I believe have been so important to so many others.

Sydney, as the chair of my dissertation committee, a special thank you. When I came to “interview” you in the fall of 2006 about applying to the Kinesiology Department for admission in the fall of 2007 you (and Cole as I talked to her that trip as well) were so enthusiastic, so friendly, warm, curious and honest I could not believe my luck (our shared love of rocks was a sign of good things to come). My other degrees were from history departments. Little did I know that many history departments do not accept students to study sport history, the Illinois history department being one of them (with the exception of the male bastion of historical baseball studies which could be a whole study by itself). You reeled me in, quelled my concerns, educated me on where sport history is located and how the Kinesiology Department at Illinois has been a legendary leader in Cultural Studies in higher education across the globe for decades. Illinois graduates involved in the study, research and teaching of sport; history, sociology, anthropology, psychology, gender and women’s studies and media are liege. We have joked about the “Illinois School of Thought” covering these areas but it is not a joke, it is a fact. The day you agreed to be my advisor and support my application to the Kinesiology Department was one of the happiest days of my life. Thank you, thank you

so very much for enriching my life and for trusting me with your reputation as one of your students. Your generosity and friendship have been real gifts and I look forward to many more years of intellectual conversations and yes, goofy stories from our rather crazy lives.

To my parents, Sandy and Kent you gave me all the tools I needed to succeed. You challenged me intellectually and frustrated me by telling me I could not do certain things at different stages of my young life simply because I was a girl. My father taught me how to fish and how to catch and throw a ball. I was hooked on both from the time I was three or four and spent the rest of my life pushing for more. I have never forgotten these lessons or my desire to challenge them. You always gave me room to challenge; even when there were consequences you did not squelch my spirit. For this and more things than I cannot say here, I am eternally grateful. Included in my three promises to my mom when she was ravaged by cancer, was that I would return to school and finish my master's degree after leaving Penn State to go home and take care of her while she was dying. It took me twenty years to get back to school but in the end I kept my promise and on the day I graduate from Illinois I know she would be the most excited, proud parent in the stadium if she was still alive. Did I mention that my mom was a teacher as was her mother? Alice Thanner, my dad's partner later in life, thank you for loving him and for your support over the years as well. My other family, my in-laws Ray and Phylis Crook has supported my mid-life choices even when they did not totally understand the motivation for them. Your support and dedication have been above and beyond and I am lucky to have you and the rest of the family as in-laws.

A debt of gratitude to Charlotte West and all of the women across the country who volunteered their time, donated money and things, and created a structural space for people like me to play and compete, a heartfelt thank you. The coaches, referees, scoreboard operators, book keepers, administrators and dreamers, some of you were like Moses, you saw the promised-land but you did not get to enter it. Your sacrifices and vision kept the dream alive even when you were continually told to be patient. You changed my life both physically and intellectually. Each of the people I interviewed gave in their own way to different groups of girls and women over decades. The impact on lives they changed and enhanced is not measurable in numbers, only in the continued flow of opportunities; you opened the door for us, asking the question, (How much longer do we have to wait? How much longer are we supposed to be patient?), and those who came after us, to enter. Words are insufficient to convey the extent of your impact or of my gratitude.

Finally, my debt of gratitude to my partner of 24 years, Laura Finch, is beyond the pale. Over the years, the tables inverted from me supporting her while she completed her Ph.D. at UNC Greensboro, to her supporting my scholarly dream and Ph.D. at Illinois. Ironically, she began her doctorate at Illinois before we ever met, leaving Chapel Hill for Champaign to study with Dan Gould in sport psychology. A short year later, Dan took a position at UNCG and Laura followed her advisor to Greensboro. I was coaching at UNC Charlotte at the time and through a shared acquaintance we met. Our lives have been a roller coaster ever since. Your love, support, intellect, humor, editing acumen, patience, sarcasm, spirit, devotion, sense of adventure, and innumerable other mad skills have provided me with an equal partner, friend, foil, intellect, wit—and most recently

wife—for all these years (evidence that if you wait long enough society will catch up with you on social issues). I promise I am done with school but never with learning and the random intellectual curiosity that drives you crazy at times. I love you eternally and I can never repay or thank you enough for taking the leap and for all the electricity you have brought to my life from the beginning.

Chapter 1

Theoretical-Methodological Approach

How does one arrive at any given location? What makes a story worth telling or researching, and another not worthy? Who decides what is important? I learned I did not get, or was not expected, to make the decision when the chosen topic for my capstone project didn't meet the approval of the white, male, heterosexual, Civil War historian, department chair during my master's program. Granted, I had proposed an option from the department catalog that was rarely used rather than a thesis or coursework option for degree completion. The third option on record for the department, creation of a Special Project¹ was my desired tool or vehicle to add unique scholarship to a body of knowledge, which was practically non-existent at the time, especially in relation to State history or resources on girls' basketball. "Oral history of women and girls basketball in Illinois? Who cares about that history, girls sport history? What will you do with it when you're done?"² How does a student in the humanities (in my case) seek and illustrate a peculiar (to paraphrase Anna Devears Smith), "American character, through the ways that people speak" in my own reflexive voice?³ This work is very much a reflexive work from a feminist standpoint. It is centered on history, athletics and sport and most profoundly gender. Obviously, gender is a significant factor that is inextricably intertwined for females of multiple generations who were either denied, were limited, or

¹ http://www.wiu.edu/graduate_studies/catalog/history.php.

² Ellyn L. Bartges, "What about the Character of the Girls?" *Family Memories* Collection, Abraham Lincoln Presidential Library, Springfield, IL, 2013, <http://www2.illinois.gov/alplm/library/collections/oralhistory/girlsbasketball/Pages/default.aspx>.

³ Norman K. Denzin, *Qualitative Inquiry Under Fire* (Walnut Creek, CA: Left Coast Press, 2009), 228.

who competed (and continue to do so) on athletic fields, courts, pitches, pools and all other venues hosting events in the American athletic tradition.

A discussion of gender goes from Alpha to Omega beginning when a baby first arrives (or ultra-sound pictures are taken) to when we leave this earth. What is it? Has usually been the first question asked if the new parent or family member delivering the news forgets to mention the gender of the baby. The answer to this question for some will determine the color of the gifts they receive and even more importantly the type of gift, perhaps for every gift-worthy event for the rest of their lives. For women of Charlotte's era, and even in many places today, a ball, bat or mitt would likely not be the exciting first gift for the parents of the majority of female children.⁴

To use my own experience as example, it was a pungent cultural experience for me from the time I began playing competitive sport (in Illinois) after the passage of Title IX in 1972 through my intercollegiate experience as a tennis player at Iowa State University. My first competitive interscholastic sporting experience happened in the fall of 1974; as a freshman I tried out for and made Hinsdale South's varsity girls tennis team. I had never played tennis before, never even picked up a racquet and knew little of the skills, strategy, and rules or even how to keep score during a match—but I could play now and nobody was going to tell me I couldn't, especially because I was a girl. At the

⁴ It is interesting to note a known exception here. When we moved to west central Illinois in 1994, we soon heard of a small town to the west, Carthage where the local hospital gave small basketballs to every female child born, the baby boys were given a football so in every crib in the maternity ward there was not only a ball of some sort, but the hope of a future athlete for the local Blue Boys or Blue Girls teams. This tiny town had won multiple single A state championships in both sports and the culture was very deep and accepted for both genders to be competitive and the expectations of winning real. I interviewed the second, and most successful girls' basketball coach from Carthage in my original oral history collection Richard Biery, December 9, 2004. Sadly, in the mid-2000s, school consolidation in the rural areas with the need for unification of long standing school identities and traditions led to the death of the Carthage Blue Girls and Blue Boys. They are now simply relegated to the IHSA history books and the memories of the citizens of the community. However, they still give all new babies a ball on the day they are born.

end of the season a banquet was planned for the team—just like my brothers’ teams held at the end of their seasons. It seems odd now, forty years and many competitive opportunities later but it was exciting and new and previously forbidden to me so the memory of that first sport banquet is quite bright. When it came time for the awards ceremony part of the banquet—in which I would be recognized as a Varsity athlete with a “Letter” like my grandfather, father and brother proudly wore—everything crashed down on me when instead of the traditional Letter, my coach handed me a small, simple silver disc for a charm bracelet inscribed, “Tennis 1974”. For four years, at the end of eleven seasons of varsity competition, through conference titles in team and individual sports, appearances in every level of State competition including as a member on a team that qualified for the first girls’ state basketball tournament in Illinois, I was reminded of my gender with yet another charm, albeit more ornate with each advancing year until finally a plaque was handed to me my senior year (at the end of my last season of competition). The plaque contained a list of all the teams and the years I played varsity sports at Hinsdale South—but never the coveted gold braid H awarded to male athletes for competing as a varsity letter winner. I threw every one of those charms away, or so I thought until Christmas my senior year when I opened a box from my mom with a silver charm bracelet with each of those damn charms dangling off of it, grouped by season and in chronological order. She fished them out of the garbage and turned it into a statement for me. I just did not realize it at the time.

The same message was delivered on a much larger scale to all of the female athletes of the time at Iowa State. This wrong was corrected beginning in 2000 when over a five-year period the university worked to identify and organize former female

athletes to return to campus enmass to receive their long over-due inclusion into the proverbial and literal Letterman's Club.⁵ This homecoming scenario, graying women returning to their alma maters, occurred nationally and served many purposes healing; some celebratory; nostalgic. The campuses who sponsored these overdue letter ceremonies might have desired to recapture histories of contested sporting experiences, (without statistics in many cases which makes documentation rough and messy at times); these belated varsity letter awards seem on the part of the colleges to be a little self-serving and mercenary, as many of these women have no heirs so what better place to be asked to grace with generous philanthropy than the place of their youth?

Laurel Richardson lists five factors necessary for consideration when evaluating ethnographic research: first, does the work add substantive contributions to knowledge? Does the piece contribute to our understanding of social life? Second, is there aesthetic merit in the project? Does the piece succeed aesthetically, is the text artistically shaped, satisfyingly complex, and not boring? Thirdly, does it demonstrate reflexivity? How did the author come to write this text, how has the author's subjectivity been both a producer and a product of the text? Fourth, what is the impactfulness of the work? Does this affect me emotionally and/or intellectually? Does it generate new questions or move me to action? And lastly, does the work express reality? Does the text embody a fleshed out sense of lived experience?⁶ These too are the objectives of the methodology in this dissertation.

⁵ Ben Diggle, "Prep Updates," *Peoria Journal Star*, February 2, 2004. For an audio version of this story see Ellyn Bartges, interview by Mark DePue, *Family Memories* Collection, Abraham Lincoln Presidential Library, Oral History, Abstract and Audio, December 9, 2009, <http://www2.illinois.gov/alplm/library/collections/oralhistory/girlsbasketball/Pages/BartgesEllyn.aspx>.

⁶ Laurel Richardson, "Writing a Method of Inquiry" in *Collecting and Interpreting Qualitative Materials*, eds. Norman K. Denzin and Yvonna S. Lincoln (Thousand Oaks, CA: Sage, 2008), 480.

To examine Charlotte West's history, experiences and contributions in my dissertation, I will use methodology and theory that are commonly (and sometimes interchangeably) labeled in scholarly works and literature as "qualitative"; "historical"; "historical-cultural"; "cultural studies"; "gender/women's studies"; feminist and "ethnography".⁷ There is more on the practical and intellectual application and theory sprinkled throughout this dissertation. In some senses, this dissertation is also ethnographic to me as well building on my past work in traditional history that serves me well; oral history practices also inform the ethnographic and interview aspects of the dissertation research.⁸

My colleagues in psychology, sociology and biology have many times raised questions regarding protocol of my methodology and practices when it comes to human subjects (their phrase, not mine) who are willingly and many times eagerly agreeing to be interviewed. My intellectual background in history studies has been enhanced with my interdisciplinary work (in addition to Kinesiology) in cultural studies/communications and gender & women's studies (my minor program of study at Illinois). Some "human participant" aspects of my project have University of Illinois Institutional Review Board (IRB) exemption/approval (see Appendix I). I have studied, practiced and given scholarly presentations following Oral History Association best practices and

⁷ For useful discussion and education on ethnography and Autoethnography see Heewon Chang, *Autoethnography as Method* (Walnut Creek: Left Coast Press, 2008); additional critical works include Norman K. Denzin's *Interpretive Biography* (Newbury Park: Sage, 1989); Denzin, *Interpretive Ethnography: Ethnographic Practices for the 21st Century* (London: Sage, 1997); as well as Andrea Fontana and Anastasia H. Prokos, *The Interview: From Formal to Postmodern* (Walnut Creek: Left Coast Press, 2007). Lastly, refer to Soyini D. Madison, *Critical Ethnography: Method, Ethics and Performance* (Thousand Oaks: Sage, 2005) to complement Denzin's groundbreaking work on qualitative research methods.

⁸ See Robert Perks and Alistair Thomson, eds., *The Oral History Reader* (New York: Routledge, 2005); D. Ritchie, *Doing Oral History* (New York: Twayne, 1995); and V. R. Yow, *Recording Oral History: A Practical Guide for Social Scientists* (London: Sage, 1994).

methodology, developed nationally and internationally as ever evolving technology changes our ability to investigate and preserve circumstances of the human condition.

In order to understand the philosophical position of oral historians when it comes to IRB and other Federal requirements involving the practice of scholarly interviews, (non-medically related), and the profession of history, it is important to be informed on the “Common Rule”. During the 1990s, the Federal government began to require a certain level of compliance from all disciplines conducting research or producing scholarly works based on interaction with human subjects. While these rules were fairly institutionalized in research involving patients or former patients with medical conditions or survivors there of (the extant literature on the Tuskegee syphilis abuse and ethics violations is well documented in other places), for some reason the Federal gaze became focused on history, in particular oral history. It should be noted that the Oral History Association (OHA) is one of a handful of recognized sub-fields within the American History Association (AHA) and its powerful, influential membership. Due in part to this well-established network and its connections, in 1998 professional historians began conversations with the “Office for Protection from Research Risks” culminating five years later in an agreement when the government,

concluded with a policy statement developed by AHA and OHA that “most oral history interviewing projects are not subject to . . . regulations for the protection of human subjects . . . and can be excluded from institutional review board oversight because they do not involve research as defined by HHS regulations.” The basis for exclusion hinges on the regulatory definition of research as contributing to “generalizable knowledge.” To quote further from the policy statement: “While historians reach for meaning that goes beyond the specific subject of their inquiry, unlike researchers in the biomedical and behavioral sciences they do not reach for generalizable principles of historical or social development, nor do they seek underlying principles or laws of nature that have predictive value and can be applied to other circumstances for the purpose of controlling outcomes.” The policy does not imply that oral history is not a

legitimate form of research, only that it is not *the type of research* the regulations were designed to cover surrounding research using interviewees or narrators involving historical events both personal (biographic and ethnographic), and intellectual.⁹

This is what makes up the Common Rule and what guides research the likes of this dissertation when it comes to interviewing and processing those records.

If there is truth in the statement, “the only good dissertation is a done dissertation,” then this will be good. This dissertation is personal, it is a way to repay one of the cadres of women from Illinois or who moved to Illinois, from other states and made a career in the field of physical education. Some of these educators parlayed their background in movement or measurement into a second career as coaches, referees and athletic administrators. In addition to Charlotte, Karol Kahrs, Lorene Ramsey, Phebe Scott, and Laurie Mabry at the collegiate level and Linda Gollan, Carol Hubbard, Nancy Stiff, Carol Murray, Jo Streit, Gretchen Sauer, Carol Plodzien and Karen Roppa at the secondary level all played leadership roles at their schools to provide opportunities for girls like me to compete. I will talk more in Chapter 5 about the collegiate influences that made the secondary opportunities better and possible for all of us looking forward from 1972 (The year Title IX was signed into law by President Nixon). Most of the collegiate leadership followed the path of their predecessors; bachelor’s and master’s degrees leading to employment in a department of women’s physical education where they would teach, coach, referee, and before too long, return to school, take a sabbatical so they could do a year in residence at their doctoral institution, graduate and then move into a tenure track line where they would live out their careers as productive faculty members, coaches

⁹ Oral History Association website. Select Oral History and the Academy: An Assessment for the Mellon Foundation. The seventy-six-page report is the most comprehensive and accessible discussion on the topic <http://www.oralhistory.org/about/association-business/>. See Madison, *Critical Ethnography*, 118-119; Denzin, *The Qualitative Manifesto*, 121-122.

and administrators and sometimes all three; Charlotte West whose path towards becoming one of the Association for Intercollegiate Athletics for Women (AIAW) Presidents began as a Commissioner of Championships; Phebe Scott who according to her successors was one of the most under-recognized leaders of the Division of Girls' and Women's Sports (DGWS), moving into the Commission on Intercollegiate Athletics for Women (CIAW), which would lead to the formation of the AIAW; Lorene Ramsey whose frustration with the administration and male coaches at Pekin HS would lead her to resign her high school teaching job and take a job at Illinois State and then move to Illinois Central College (ICC) where she is a Hall of Fame coach in basketball and softball as-well-as a visionary leader in providing competitive opportunities to women for more than forty years at ICC; and Laurie Mabry who was also one of the ten AIAW presidents, coach and faculty member, all followed this track or something very similar. They were a generation and a half of educators who touched my life deeply and permanently through the opportunities they helped create for young girls and women. As a retired coach and former Association for Intercollegiate Athletics for Women (AIAW) athlete, my professional experiences were shaped and impacted by those who were active in carving out athletic/sporting opportunities for girls and women and those who had a role in protecting and expanding those opportunities across the collegiate landscape.¹⁰

Besides Charlotte West, the leader to whom I am most indebted for her role in assisting my research is Dr. Jill Hutchison, the retired basketball coach from Illinois State

¹⁰ Joan S. Hult, "NAGWS and AIAW: The Strange and Wondrous Journey to the Athletic Summit, 1950-1990," *The Journal of Physical Education, Recreation and Dance* 70, no. 4 (1999): 1-10; See also NACWAA Heroes, *National Association of Collegiate Women Athletics Administrators*, accessed March 22, 2011, <http://www.nacwaa.org/awards/nacwaa-heroes>; and Bartges, "What about the Character of the Girls?" *Family Memories* Collection, 2012, for more insight into the turmoil and euphoria that was the 70s and 80s for many of these women leaders.

University. When I first decided to pursue the oral history project of my master's degree, the person I called was Jill. One of my high school teammates was recruited and played for Coach Hutchison at Illinois State and Jill is well known and universally respected in women's collegiate basketball. She has been thoughtful, selfless and always willing to take a call or answer an email from me on topics of basketball, governance, players, and suggesting people to talk too. She is nothing short of amazing and I owe her a debt of gratitude I can never repay. Her leadership in the women's basketball world as we moved from the AIAW to the NCAA in 1982 was critical and effective in my opinion. On the compendium of time I have mapped out through-out this dissertation, Jill graduated from high school thirteen years after Charlotte West—making her more than three athletic generations removed from the experiences of many of the elders (I use that term not as it relates to age but rather to experience in the field, and a competitive mentality). In 1982, Hutchison was elected the first president of the Women's Basketball Coaches Association and is the only person to serve more than a single term in that role astoundingly elected to three separate terms (1982, 1985, and 1992).¹¹

Nothing impacted those opportunities more than the Education Act of 1972 and Title IX contained therein. I totally agree with the statement of Chris Voelz during her interview and have frequently state the same lived belief and experience, "It was a critical component and unmatched in the century except for women's right to vote and the Civil Rights Bill, unmatched in terms of really its consequences."¹² Title IX has, governed my

¹¹ WBCA Website, <http://www.wbca.org/about-us/wbca-leadership/past-presidents/>.

¹² Chris Voelz, interviewed by Ellyn L. Bartges, June 8, 2006. Chicago, IL. "What about the Character of the Girls?" Abraham Lincoln Presidential Library, *'Family Memories Collection'*. <http://www2.illinois.gov/alplm/library/collections/oralhistory/girlsbasketball/Pages/VoelzChris.aspx>.

life and the lives of many people like me as well as many more who sadly know nothing about the legislation. As a Title IX adolescent, my life and many others changed completely when suddenly athletic opportunities were made available for young girls and women across the country. “Because you’re a girl” was no longer a valid reason for not being able to play.¹³ I could teach a semester-long graduate class on Title IX and still have aspects of the law, how it has evolved, been interpreted and applied, and how it is still changing, that I would not have time to talk about. As the Title IX Coordinator at St. Cloud State University, one of my jobs is to make sure we are doing everything possible to meet Federal guidelines and expectations to insure our students continue to benefit from the protections this law provides. It is one of my most cherished and personal under-takings. More on Title IX will come up in several other chapters of this dissertation.

Stacy Holman Jones refers to Autoethnography as a “triple crisis” as well as a balancing act—what to leave in, what to leave out.¹⁴ I initially limited the interviews that form one of the foundations of my dissertation to people in Illinois (Downers Grove, Lemont, Carthage, Vandalia, Bloomington, Peoria, Centralia, Arcola, Sterling to name a few), putting on more than 4700 miles driving to and from appointments all over the state. I was part of a long tradition in my undertaking: interviewing in any of its forms has been around for centuries, “even ancient Egyptians conducted population censuses.”¹⁵ Initially, the intent was to interview the eight coaches whose teams qualified for the

¹³ Bartges, “If It Doesn’t Play in Peoria...,” 38.

¹⁴ Stacy Holman Jones, “Autoethnography Making the Personal Political” in *Collecting and Interpreting Qualitative Materials*, eds. Norman K. Denzin and Yvonna S. Lincoln (Thousand Oaks, CA: Sage, 2008), 207, 209.

¹⁵ Fontana and Prokos, *The Interview*, 13.

inaugural girls' state high school basketball tournament sponsored by the Illinois High School Association (IHSA). Centralia, Fenger, Fremd, Hinsdale South, Joliet West, Mattoon, Sterling, and Washington were the schools that would gather at Horton Field House in Bloomington, Illinois on the campus of Illinois State University beginning on the first day of April 1977. An original program from the event was located (evidently I was a budding historian in high school because I knew exactly where it was and it is still in pristine condition), and the coaches were easily identified in the standard biographical data you find in many tournament event programs to this day.

Fontana and Frey in their chapter titled, "The Interview from Neutral Stance to Political Involvement," perfectly captures the tenor of what drove me to conduct these interviews. Mostly at the genesis it was indignation at the lack of historical interest in a very specific topic (athletics in the secondary schools for girls' in Illinois), and as I learned more, I was inspired to broaden my interviews in order to understand other sporting history of girls' and women in the state. In retrospect I do not know why I should be surprised at the lack of historical documentation related to girls and women in sport in Illinois, as the state was slow to even add girls' sports to begin with. Fontana and Frey proceed to document multiple types of interviewing techniques: empathetic interviewing which is opposite of the neutral stance interviewing employed in scientific research; participant observation; survey interviewing; opinion polling; and qualitative interviewing to name a few.¹⁶ This is all very interesting but the meat of what they describe which relates to the early interviews I conducted is labeled "Structured

¹⁶ Andrea Fontana and James H. Frey, "The Interview: From Neutral Stance to Political Involvement" in *Collecting and Interpreting Qualitative Materials*, eds. Norman K. Denzin and Yvonna S. Lincoln (Thousand Oaks, CA: Sage, 2008), 116-123.

Interviewing”. There was a pre-set list of thirty-four questions (see Appendix I) divided into three sub-groups; personal demographic background/education/athletic experience/employment; experience in Illinois with girls athletics; opinions on cultural/social aspects (Title IX, homophobia) impacting or that would be impacted when sports for girls were added (challenges). If as Fontana describes the interview “nothing is left to chance,” then I failed that part of the structure. Originally I was on task but it did not take long for me to hit every one of the errors she lists as verboten.¹⁷ Group interviewing was not something I engaged in which brings us to unstructured interviewing as a methodology. This format was what I evolved into during these interviews, more often than not encouraged by the interviewee to engage in conversation about what we had experienced that was similar and how things had changed. Considering many of these interviewees had been retired for some time and were curious about what day-to-day life in the trenches was like, it did not take me long to lose my structure. I did not lose structure with the questions, as every person was asked the same set of questions, but as I became more comfortable and confident in my knowledge, a listener can easily hear the difference in style and results through the give and take exchanges I had with my participants. It was not quid pro quo but definitely interactive and reflexive. In his *Interpretive Biography* book, Denzin explains the difference between personal narratives and self-stories. This dissertation has elements of both; although my participants were not interviewed as a group, I would make the case that the people I interviewed about Charlotte West create just that, a collection of personal narrative stories while my interactions with her over the years and during dedicated interviews resulted in a collection of self-stories. The two are “alike in that they both rest

¹⁷ Fontana and Frey, “The Interview,” 124.

on personal experiences” but personal narratives tend to “recreate cherished values and memories of a group.”¹⁸

The interviews were digitally recorded either in person with a standard Olympus voice recorder or conducted over the phone using a studio sound booth at the St. Cloud State University radio station (KVSC) to insure good quality. All in-person interviews were video-recorded with permission of interviewees, in 8mm digital format and then converted to DVD-r and upgraded again when released to the Lincoln Library. Interviews were copied into MP3 audio formats for archiving in the most current and accessible format available as prescribed by Oral History Association standards.¹⁹

The audiotapes were transcribed, reviewed by me for mistakes, and then sent to the subject for their review with a sheet of standardized instructions. It is common to request participants not alter the intent or nature of what was discussed in the interview but if they need to add context they are invited to make small additions to the record.²⁰ Among the initial group of interviewees, there were very few revisions or deletions with the exception of several people who had been frank regarding some potentially contentious peers and upon reflection decided they wanted that information removed from the transcript. There were some who wished to clarify brief points but these were usually minor. Participants are also requested to make certain that names and places are correctly identified and spelled. The most challenging task in reading a one-dimensional

¹⁸ Denzin, *Interpretive Biography*, 44.

¹⁹ Peter Read, “Presenting Voices in Different Media: Print, Radio and CD-ROM” in *The Oral History Reader*, eds. Robert Perks and Alistair Thomson (New York: Routledge, 2005), 414-420. See also the website for the Oral History Association (OHA) Oxford University Press Blog on planning, practice, and preservation of oral history especially Caitlin Tyler Richards, February 15, 2013 work. <http://blog.oup.com/2013/02/re-introducing-oral-history-in-the-digital-age/>.

²⁰ See Appendix J.

transcript of a two-way conversation it just how it reads. All of these individuals are/were well educated and wanted to sound that way in the transcript. Most of us are inured to the multiple variations, speech patterns and automated responses we use to segue into a response to a question (examples would be Umm, Uhh, Well, A, etc.) and when seeing these fillers in print some believed the transcript was incorrect. This is a somewhat time-intensive method but one accepted as the standard by professional oral historians.²¹ One concern during the research of this dissertation was that some of the participants are aged in their mid to late 70s, some into their 80s and I did not want to miss out on getting their memories on record. Time was of the essence and surprisingly it was not one of the pioneers but one of the agents of change who died first from among the group I interviewed.²² Two others narrators have also died, making the timing of their interviews all the more important.²³

Earlier I mentioned my standpoint feminist perspective and how this project was begun because of what I felt was a very narrow, virtually unknown documentation on girls and women's sport. As a lesbian, my experiences socially were interwoven in my sport experience, especially the non-school related venues. I had an interest in exploring the sexuality of people I'm writing about or interviewing but also recognized some severe limitations in delving into that line of questioning. The primary purpose of the project was not a study on sexuality but when talking about history and the lives of people, sexuality is something that becomes a factor. This interest was not just voyeurism or

²¹ See Appendix J.

²² Charlotte Lewis who is the only African American interviewed to date died unexpectedly on a train trip from her home in Peoria headed to Kansas City on September 17, 2007. She was just fifty-two years old. See Bartges, "If It Doesn't Play in Peoria..." 48. I interviewed her on January 29, 2004 but have not been able to secure a Gift of Deed from her Estate. Her siblings have not returned my attempts to contact them.

²³ See Appendix H for a list of the people interviewed. An * denotes those who have since died.

tabloid titillation, for if gender is part of theory and feminism then sexuality must be included too. I wondered if they (this includes both the women I interviewed and those they worked and associated with on a national scale) also believed sexuality to be important to ontology and epistemology. The question I asked concerning sexuality is a general one, not designed to single out a person or group of interviewees. I simply asked the women I interviewed “What role do you think homophobia played in the development and growth of girls sports at the high school level, particularly for team sports like basketball?” Followed up with, “Was any one group (administrators, coaches, parents, players) more concerned or vocal about ‘mannish’ behavior than another?”²⁴ With some interviewees, their response was clipped and intended I believe to cut the line of questioning off. For others, it was clear to me they had experienced the same type of discrimination, fear, isolation, camaraderie, joy, fun and growth I experienced through sport.²⁵ I also pondered if these awesome leaders and pioneers were role models in other

²⁴ The term Mannish seemed to throw some of the interviewees off. However, it is an old term dating back in literature as it relates to women in sport to the 1920s and 30s. See Susan Cahn, “From the ‘Muscle Moll’ to the ‘Butch’ ballplayer: Mannishness, lesbianism, and homophobia in women’s sport.”, 1993 and Coming on Strong, 1994, Jeanne Boydston, “Gender as a question of historical analysis.” *Gender & History*, November 2008, 558-583., Katherine M. Jamieson and Leila E. Villaverde, “In/Visible Bodies”, *Journal of Lesbian Studies*, Jul-Sept 2009, 231-237., Vikki Krane, “One lesbian feminist epistemology: Integrating feminist standpoint, queer theory, and feminist cultural studies.”, *Sport Psychologist*, December 2001, 401-411., Sara B. Oswalt and Tiffanye M. Vargas, “How safe is the playingfield?”, *Sport and Society*, June 2013, 120-133., and Judith R. Holland and Carole Oglesby, Women in Sport: The Synthesis Begins, *Annals of the American Academy of Political and Social Science*, Sept 1979, 80-90..

²⁵ I don’t use the word discrimination lightly, however I believe an example from my personal experience is relevant when establishing a record or pattern of why so many women in this profession were terrified to be themselves. To this day a fear exists in the sporting world both male and female about being labeled or identified as gay or lesbian. In approximately 1992 (I was forty-two years old at the time), when I was an assistant coach at UNC Charlotte working for Ed Baldwin, he came to me one day and out of the blue asked me if I was gay. I froze, completely coward by the audacity of this question in so blunt a manner. Before I could collect myself, he continued by spewing the rest of his thought, which was to let me know if he “ever found out” I was “gay or messing with a woman” he would “fire me on the spot”, I “wouldn’t have a chance to clear out my desk or get my things from my office” I “could collect them from the gutter on the street and my career as a basketball coach would be finished, done forever” if he had “anything to say about it and I will, believe me.”

ways as well because I sure was not cognizant of role models for myself until I was in the business and then it was by word of mouth selective invitation only (social) gatherings of small and medium sized groups usually convene at conferences, national championships, and other events where one goes to be rejuvenated professionally, intellectually and personally. To write this work and not mention this truth is disingenuous to say the least.²⁶ The literature certainly shows they—straight or gay—must have had similar experiences, but there is nothing like first-hand knowledge. The default sexuality in any conversations is “heteronormative,” set up along the lines in which traditional binaries are portrayed. I knew this was not and could not be the only lived experience.²⁷

However, this led to a problem for me ethically and in terms of access to participants; for example I worried that if I inquired about sexuality, I might develop a reputation among the cohort I interviewed as a lightning rod who asked personal questions. Thus in all of my interviews I included a question about homophobia in sport, as mentioned above, but never a personal question relating to the sexuality of the interviewee or their peers. For example, I did not ask questions such as “Were you aware of any gay or lesbian players on the teams you played on or did you experience any harassment or what is now hate speech as a player when you were involved in sport and what was the context?” The decision was built on a fundamental ethical decision, and support by established professional standards in oral history, ethnography and qualitative research. Yet some

²⁶ Samantha King, “What’s Queer about (Queer) Sport Sociology Now? A Review Essay,” *Sociology of Sport Journal* 25 (2008): 429.

²⁷ King, 424 for a critique of heteronormativity.

feminist thought “advocates free ranging interviews where the interviewee sets the research agenda.”²⁸

In fact, I made a decision early in 2004 when I started creating my original oral history collection not to ask anyone a question about her or his marital status. The decision was predicated on advice I sought from other gay academics that had experiences researching older generations of women. Not surprising, the advice I received was as varied as the women I interviewed. The first three I interviewed responded “you have got to be kidding?” All of these people were female, academics, gay and in the general Kinesiology discipline—they were also over fifty and two of them over seventy. The prevailing sentiment was one of deference and what does their personal life have to do with what they accomplished professionally? The tension between the objective observer and the qualitative researcher was just beginning. The qualitative researcher is not an objective, politically neutral observer who stands outside and above the study of the social world. Rather, the researcher is historically and locally situated within the very processes being studied. A gendered, historical self is brought to this process.”²⁹ But then I hear my colleagues, respected scholars who disagree. The fourth person I spoke to on this topic has more of a historian’s view. While not yelling start your engines and waving a green flag, she cautiously laid out the case for biography and all of the facts that go into making it accurate; the importance of bringing the conversation to the table; and providing the interlocutors the opportunity to dictate their

²⁸ Jan Walmsley, “Life History Interviews with People with Learning Disabilities” in *The Oral History Reader*, eds. Robert Perks and Alistair Thomson (New York: Routledge, 2005), 130. Also Kathleen Blee, “Evidence, Empathy and Ethics: Lessons from Oral Histories of the Klan,” *Journal of American History* 80, no. 2 (1993): 333.

²⁹ Denzin, *The Qualitative Manifesto*, 23; and Scott, 2011.

own history. A case that as a historian I would agree with but as someone who originally entered into people's homes (literally as most of the 38 people I interviewed welcomed me into their places of residence), to discuss the history of girls high school basketball in Illinois, how could I honor a code of ethics the likes of which are espoused and lived by my dissertation committee members, and ignore a belief in human dignity, human rights and integrity?³⁰ While I do not agree with the thought that the sexuality of the generation of women who made such significant changes to access and opportunity for people like me is not important, I respect the trust and privacy of these women. By not asking what for some would appear to be a common question, "are you married or did you ever marry?" I hope to illustrate the terrible silence that a generation of talented, brilliant and generous women lived with daily when it came to their personal lives and support systems. I will add that I count among my participants' married, widowed, unmarried, single, and divorced women and men, so think what you will, but their silence is not of their own choosing if the question is never asked. When comments about marital status or sexuality did come up, it was always married women and the two males I interviewed who volunteered that information. Most interviewees never spoke of or mentioned about their marital status.

I will also state the not so obvious here, or at least a version of it that could easily explain a reticence on some people's part to make their lives one of public record. In 2009, on our nineteenth anniversary as a couple, my partner Laura and I got married in a

³⁰ Denzin, *The Qualitative Manifesto*, 121-122. As a planned guest in the homes of those I interviewed, I frequently met spouses or "Friends" that lived in the same households. As more and more people were interviewed, conversation would ensue with, and about people I was interviewing and those I had already spoken too. Sport/athletics is a very insular profession, especially coaching. We have all heard of six degrees of separation? In coaching it is more like three degrees of separation. As a former coach, athlete and Title IX advocate, despite our age differences, I blended in fairly well.

private, outdoor ceremony under the Campanile at Iowa State. This was a very private event, one at least I never envisioned happening to me—ever. From the time I was a small child, I never talked or dreamt or wrote about getting married. It was simply beyond the pale. Even today, as much of a liberal feminist, and change agent I am, I have to pause when I get to the check-off box on any forms asking if I'm married. It was a status that was out of my reach for most of my life. In fact, unless I live to be ninety-eight years old, I will have spent my time on this earth longer without the notion, prospect or right to publically introduce the person I fell in love with, than the time I'll have being able to check the married box or hold hands in plain sight with my wife. It is an odd feeling, one that is difficult to explain so I am not surprised or befuddled that a percentage the people who are a generation (a real one, not an athletic one), or more ahead of us shun the thought of pronouncing personal facts about themselves to the world.

I hope that my descriptions in the paragraphs above provide just a little bit of perspective to the people that read this dissertation over the decades about what it was like for many people in this country when it came to their sexuality and the legitimate fears that they had concerning revelations that might endanger their lives or reputations, and/or cause them to lose careers, family, and/or friends. I also hope it explains why some seemingly logical questions were not asked or discussed. Most of the people in this group are not of an era of women who were at liberty or discretion to discuss their personal lives.

Lastly, within the transcripts of all the interviewees and particularly Charlotte, there are assorted items and a variety of events of personal and professional note to Dr.

West gleaned from her and her colleagues over the last six years that can really only be learned and appreciated by reading the transcripts or listening to the audio recording. I would suggest the latter as the nuances of tone and emphases are lost on paper.³¹

Additionally, throughout the dissertation I list references pertaining to the practice of oral history and the use of qualitative research methodology specifically ethnography.³²

Norman Denzin's leadership in scholarly thought surrounding biography, performance ethnography, and qualitative research urges us to find the intersection of the political, personal and historical in order to make a difference. He is by no means alone in this work, in fact I think he would say he has passed the pen of truth seeking to others, not totally but to a certain extent. Nonetheless, taking Denzin's course and reading his work helped me to have the ability, nay the encouragement, to take my own life into account.

This approach to research became for me a guiding light, long sought after by me as I

³¹ Ellyn L. Bartges. 2005. Oral history interview with Charlotte West, Estero, FL. Private collection of the author; Id. 2009. Oral history interview with Charlotte West, Carbondale, IL. Private collection of the author; Id. 2009. Oral history interview with Christine Grant, Coralville, IA. Private collection of the author. Id. 2011. Oral history interview with Karol Kahrs, Brevard, NC. Private collection of the author; Id. 2011. Oral history interview with Carole Oglesby, Malibu, CA. Private collection of the author; Id. 2005. Oral history interview with Phebe Scott, Ft. Myers, FL. "What about the Character of the Girls?" *Family Memories*, collection of the Abraham Lincoln Presidential Library, Springfield, IL.

³² For example, David L. Andrews. "Kinesiology's 'Inconvenient Truth' and the Physical Cultural Studies Imperative," *Quest* 60, no. 1 (2008): 45-62; Norman K. Denzin. *The Qualitative Manifesto: A Call to Arms* (Walnut Creek, CA: Left Coast Press, 2010); Id, *Interpretive Ethnography: Ethnographic Practices for the 21st Century* (Thousand Oaks, CA: Sage Publications, 1997); Norman K. Denzin, and Yvonna S. Lincoln, *The Landscape of Qualitative Research*, 3rd ed. (Los Angeles: Sage Publications, 2008); Steinar Kvale and Svend Brinkmann. *InterViews: Learning the Craft of Qualitative Research Interviewing*, 2nd ed. (Los Angeles: Sage Publications, 2009); Soyini D. Madison, *Critical Ethnography: Method, Ethics, and Performance* (Thousand Oaks: Sage, 2005). John Nerone, "Professional History and Social Memory," *Communication* 11 (1989): 89-104, provides an interesting interdisciplinary view discussing history and social memory which is important in oral history tradition and methodology. See also Anna Deavere Smith, *Talk to Me: Listening between the Lines* (New York: Random House, 2000); Suzanne Stoelting's, "Disclosure as an Interaction: Why Lesbian Athletes Disclose Their Sexual Identities in Intercollegiate Sport," *Journal of Homosexuality* 58, no. 9 (2011): 1187-210, adds an academic perspective to what I lived and experienced as an athlete and coach. The question of sexuality is always present in my experience whether it is straight or gay, it is there; See also Lawrence A. Wenner, "Intersections as Dangerous Places: Theories and Role Models in Sport Studies," *Journal of Sport and Social Issues* 17, no. 2 (1993): 75-76 builds on other research surrounding the tension, cost and benefits involved in disclosing ones sexuality in a sporting environment.

studied traditional historical methods which at times left me cold, removed, due to some of the fealty to objectivity and imagined emotional or intellectual distance from the topic I was investigating. Denzin's personal, historical, political approach to qualitative research fits my style and epistemological needs like a glove. While I am still honing the craft of succinctness Denzin prizes, he enables me throughout the whole dissertation research and writing process to focus on "doing biography."³³ This is not to say there is no longer a need for traditional biographies or that the research many historians undertake is not worthy; it is to say that I understand more about the messiness of history. History is always contested and under construction and it's not always that all histories are told. It has always been that way. Now, through emerging understandings of research and history, others have an avenue to have their voices heard; history is still going to be messy but that is good. The interviews, stories, and histories that unfold in my dissertation are thus messy: Charlotte's story is told; her thoughts and words mingle in this dissertation with my own biography, others' accounts, and the histories and contexts of Charlotte's life. Such an approach to documenting the life of Charlotte West is mine, not made for every person engaged in the endeavor of scholarship or inquiry.

³³ Denzin, *Interpretive Biography*, 7.

Chapter 2

Constructing a Pioneer

A casual observer of an eighty-year-old Dr. Charlotte West could make the mistake of underestimating the octogenarian. They may not see beyond her proper carriage, polite and courteous engagement, or the still bright twinkle of her eyes. A twinkle that may belie those of your mother or grandmother but in fact sparkles because of a fire still deep within her. This dissertation is her story, a story of love, character, education, competitiveness, vision and passion, ethics, acceptance and duty.

Charlotte West retired from Southern Illinois University (SIU) in Carbondale, Illinois in 1998¹ as arguably the most distinguished and decorated professor, coach, or administrator in SIUs history. She taught, coached, served as Acting Athletics Director (men's), was the Director of Intercollegiate Athletics for Women for twenty-six years, Associate Athletics Director (combined) for ten years, and served on significant policy making committees at the university, state, regional and national level.

This dissertation is personal, it is a way to repay one of the cadres of women from Illinois or who moved to Illinois from other states and made a career in the field of physical education and more importantly, athletics. Some of these educators parlayed their background in movement or measurement into a second career as coaches, referees and athletic administrators. They were a generation and a half of educators who touched my life deeply, and permanently, through the opportunities they helped create for young girls and women. As a retired coach and former division one athlete, my professional experiences were shaped and impacted by those who were active in carving out

¹ Charlotte West, interview by Ellyn L. Bartges, June 11, 2009, audio and print transcript, *Family Memories* Collection, Abraham Lincoln Presidential Library, Springfield, IL, 23. Restricted by author until dissertation is complete.

athletic/sporting opportunities for girls and women and who had a role in protecting and expanding those opportunities throughout the collegiate landscape.²

I cannot specifically label this work as “reflexive,” “interpretive,” or a work of “interpretive biography.” Perhaps it is a mixture of all, it’s standpoint that of - feminist theory. When Charlotte, the subject of my dissertation proudly proclaims herself a feminist even when it is not a popular stand,³ I find myself allied with her. Certainly I am closely immersed in the topics and the process of interviewing the subjects not only of this work but also from my professional work as a Chief Diversity Officer, Director of Affirmative Action and Title IX and from my original collection of interviews about girls’ sports in Illinois from 1968-1977 curated at the Abraham Lincoln Presidential Library ‘*Family Memories*’ Oral History Collection.⁴ Thus I agree with C. Richard King

² Joan S. Hult, “NAGWS and AIAW: The Strange and Wondrous Journey to the Athletic Summit, 1950-1990,” *The Journal of Physical Education, Recreation and Dance* 70, no. 4 (1999): 1-10; see also NACWAA Heroes, *National Association of Collegiate Women Athletics Administrators*, accessed March 22, <http://www.nacwaa.org/awards/nacwaa-heroes>; Bartges, “What about the Character of the Girls?” *Family Memories* Collection, 2013, for more insight into the turmoil and euphoria that was the 1970s and 80s for many of these women leaders.

³ Charlotte West, interview by Ellyn L. Bartges, March 13, 2005, audio and print transcript, *Family Memories* Collection, Abraham Lincoln Presidential Library, Springfield, IL, 74-75. Restricted by author until dissertation is complete, http://www.alplm.org/oral_history/family_memories/family_main.html#W.

⁴ The works of the ALPL Oral History Collection are extensively cited for a variety of reasons, most importantly the heretofore unavailable content of the interviews. As the author of these interviews I have the greatest familiarity with the works. A problem highlighted by Susan Cahn noting there is a long-standing chaotic nature of oral history collections surrounding women in sport nationwide which causes problems for researchers. [Paraphrased]. In her article, “Sports Talk: Oral History and Its Uses, Problems, and Possibilities for Sport History,” *JAH* (September 1994): 600-602 [is the direct quote that follows from all of these pages? If not, cite the direct quote page number after the direct quote]. Susan Cahn laments the paucity of recordings (tape) or transcripts available at historical archives or libraries. She notes most of the “accessible interviews are in published works that reproduce edited interviews....Which can be extremely useful, however access to the edited interview alone, without the questions, a full transcript, or an audiotape, limit their value for historians. Even locating oral histories ...can be difficult.” 600. Until 2007, most of the paperwork from the presidents and others of the AIAW was sent to the University of Maryland Archives. That changed with the creation of The Sophia Smith Collection, Women’s History Archives at Smith College Association for Intercollegiate Athletics for Women 1971–circa 1983, with many former donors to Maryland opting for the Smith Collection, <http://www.smith.edu/libraries/libs/ssc/orgsaf.html>.

in his discussion of research method, “The way one considers ‘self’ is partly a consequence of perspective.” The two are inseparable in every aspect of my work.⁵

In his 1989 book, *Interpretive Biography*, Norm Denzin uses many different examples of language applied to the concept of “theory so thick you can not see it”.⁶ So many different labels and nomenclature are applied to the art of biography and how it is interpreted while writing: autobiography, life history, biography, sociological biography, intellectual history, self-stories, personal history, ethnography, auto-ethnography which lead me to sort of a personal stories-self history-ethnography; all are applicable and inform an approach to my work with Charlotte.⁷ Denzin is always willing to stretch the parameters of defining interpretive processes not because he is ambivalent to theory and methods but because he sees an endless galaxy of yet to be considered possibilities and the freedom of weightlessness. His self-fueled journey into a black hole of research methods has opened new palettes of expression and valued interpretation for the oppressed and those who wish to shed light on human rights and freedoms. Not all ethnographic works center on life and death concerns, some quietly document outstanding triumphs of human spirit with long lasting impacts. This is part of what Charlotte West contributes.

America in 1932 was a country enveloped in The Great Depression, food lines, a stunning 23.6%⁸ unemployment rate, GDP lowest since 1916⁹, a highly successful

⁵ Richard C. King, “Stealing Cultural Studies: Dialogues with Norman K. Denzin,” *Journal of Sport Issues* 30, no. 4 (2006): 389.

⁶ Kvale and Brinkmann, 66-68.

⁷ Denzin, *Interpretive Biography*, 27-49.

⁸ Robert VanGiezen and Albert E. Schwenk, “Compensation from Before World War I through the Great Depression.” Article was originally printed in the fall 2001 issue of *Compensation and Working*.

summer Olympiad hosted in Los Angeles (the last one before fanatical racist politics dominated the games of Berlin in 1936 and a second World War snuffed out the Olympic flame until 1948), Franklin Delano Roosevelt was elected to his first term as President and the Yankees faced the Cubs in the World Series (long suffering Cubs fans would enjoy just getting to the National League Division Championship Series now). I mention those specific historical events because they in part set the context for Charlotte's birth.

Mary Ella Scott was born to Elizabeth Scott in Grand Rapids, Michigan on September 19, 1932.¹⁰ Her biological mother, Elizabeth was nineteen and unmarried when she became pregnant, leading her to go to an Aunt's home in Grand Rapids until the baby girl was born. Elizabeth's father and sister also knew about the pregnancy but nobody else did.¹¹ Mary Ella's new parents lived in Wellsville, New York. By all accounts, her father had a thriving shoe store there. Floyd and Charlotte West had previously adopted a little girl who was about two years older at the same home for unwed mothers in Grand Rapids, Michigan. According to Charlotte, they knew about that home because her mother's brother had adopted a child there too. The West's went to Michigan and picked up their second little girl when she was just three weeks old.¹²

Charlotte's mother named her older sister Dorothy. She had her choice of names for the first child, so when it came time to adopt a second child, it was only fair Floyd

Conditions, DOL, Bureau of Labor Statistics Website, accessed January 15, 2013, <http://www.bls.gov/opub/cwc/cm20030124ar03p1.htm>.

⁹ Economic History of the United States. GDP (nominal and adjusted) figures from 1929 to present are from the Bureau of Economic Analysis, accessed January 5, 2013, http://www.nethelper.com/article/Economic_history_of_the_United_States#Statistics.

¹⁰ West, August 6, 2011, 46.

¹¹ West, August 6, 2011, 38-39.

¹² West, August 6, 2011, 10.

West should have his choice of names. Charlotte says he wanted to name the new child Laura but her mother did not want that name, to which Floyd responded, “then we’ll name her Charlotte.” Mrs. West resisted at first, saying, “You can’t name her Charlotte too because I’m a Charlotte.” Floyd insisted it would be fine to have two Charlotte’s, “a Big Charlotte and Little Charlotte.”¹³ Growing up little Charlotte wondered if September 19th was really her birthday but that definitely was the right date because subsequently she met her biological mother and talked to her and September 19th really was the day she was born.¹⁴

Charlotte described her childhood home as a very loving household and very traditional, father was off to work, mother's a homemaker, but odd in the fact that from the time she was a very small child they were “snowbirds.” Keep in mind this was during the Depression, at times some of the darkest days of that era, yet the West’s seem to be well off. Mr. West had been a widower and a member of the Christian Science congregation of Wellsville. It was through his church affiliation he met Charlotte Stewart who had moved with her father to Wellsville in 1928. He later married Miss Stewart after promising her he would mend his habit of always arriving late for church.¹⁵

As mentioned above, the West family would appear unusual for the Depression era, snowbirds during the darkest days of the Depression and beyond, moving back and forth from Wellsboro, NY and St. Petersburg, FL. Living in New York from March until late October (or when it “started to get cold”) and then entering school part way through the school year, which was not easy on Charlotte’s sister Dorothy. When Charlotte was

¹³ West, August 6, 2011, 12.

¹⁴ West, August 6, 2011, 10.

¹⁵ West, August 6, 2011, 48-49.

in the fourth grade and Dorothy in sixth grade, armed with the learned opinion of Dorothy's elementary school teacher, Big Charlotte insisted that the family migrate south early enough for the girls to start the school year in St. Pete and not return to Wellsville until the academic year was completed. Living in two places made keeping friends in both difficult; Charlotte reminisced about summers in Wellsville "I had no friends really and I learned very early how to entertain yourself. And I could do a lot of things because I didn't have that group of friends that I would have had I remained in St. Petersburg. Certainly I had some friends but very, very few". This bi-yearly migration taught Charlotte very early in her life how to be adaptable and "make adjustments".¹⁶ Flexibility and ability to navigate multiple changing landscapes would be important assets to Charlotte in her future endeavors.

Summers in New York and the rest of the year in Florida seemed to be idyllic, at least for Charlotte. The two sisters were not particularly close as their interests were as vastly different as were their benefactors. Early on Floyd West put up a "ring" in the alley of the St. Petersburg house so Charlotte could shoot around. During the war it was difficult to get basketballs because of the rubber in the ball, but somehow Floyd managed to acquire a real basketball for Charlotte, his unstated favorite daughter. She would spend countless hours inventing game "routines" and passing off objects so she could catch the ball and shoot or make a move, reminiscent of the old Larry Bird-Michael Jordan McDonald's commercials, but Charlotte West was just a young girl making up

¹⁶ West, August 6, 2011, 11-12.

last second shot scenarios when called to dinner and she started making those shots, decades before the Mickey Dees commercials.¹⁷

During the war, many of the women I interviewed over the years consistently had vivid memories of where they were, what they were doing or how they realized there was a World War going on. Frequently it was through listening to the radio or having a newspaper read to them, or from some other traumatic memory. Christine Grant, is and has been for decades, Charlotte's friend and closest professional colleague (one of the other nine AIAW Presidents),

My earliest recollection is not a happy one. I was born just before the WWII so I was a child during the war, and the sirens would go and I'd be put into my siren suit, like Winston Churchill had, a one piece, zip it up, and then carried to an underground shelter which my father had built for us and being petrified and it gave me claustrophobia which I still suffer from a bit today and being petrified. A very strong memory and one I still have today.¹⁸

For Charlotte, her memories were not so chilling or abrupt because after Pearl Harbor, America did not suffer the type and frequency of bombardments endured by the British during the Battle of Britain nor did America experience the ever-present random air raids the Third Reich flew against England and Scotland (Great Britain). However, Charlotte still has strong memories of America's "Day of Infamy",¹⁹

I can remember December 7th riding my bicycle, because of course my father was glued to the radio and Japanese attacked Pearl Harbor. And I can remember riding my bicycle that Sunday thinking, we're at war. I didn't really have any concept of war but I knew it was serious. I thought, we're at war. And I remember that. I can know right where I was.²⁰

¹⁷ West, August 6, 2011, 34-35.

¹⁸ Grant, August 29, 2009, 16.

¹⁹ Franklin Delano Roosevelt, Speech to Congress on December 8, 1941 requesting a Declaration of War against Japan, accessed January 9, 2013, <http://www.archives.gov/education/lessons/day-of-infamy/>.

²⁰ West, August 6, 2011, 20-21.

If you have not guessed by now, Floyd West liked to travel. Charlotte remembers, “My father was so interested in going North that we went on the train [gasoline was rationed]. That was quite interesting during wartime because you had to run on and get a seat and yet you didn't want to take a seat if there was a serviceman that didn't have one”.²¹ I can remember my own mother telling a very similar story of her train rides from Masontown, Pennsylvania to Iowa City, Iowa when she was an undergraduate student at the University of Iowa during the Korean War. It was considered unpatriotic to be seated if a soldier was standing unless you were infirm.

Many people today do not realize the state of alert our country was under during the Second World War. While our home front was never again compromised, Charlotte has much more vivid recollections of potential harm or danger because she lived close to the ocean. While the Gulf of Mexico is not the Atlantic seaboard, to a nine through thirteen year old, the threat of Nazi submarines was made a reality by joining her father on his Air Raid Warden duties. Charlotte took on a surprisingly active part in his nightly rounds that adds some humor to her parents relationship as well,

My father was older and he didn't qualify to go in the service but he was our Air Raid Warden. He had a certain area that he had to patrol and they'd go to a checkpoint. Because a lot people don't realize the German submarines were off the Coast of St. Petersburg, off the Coast of Florida all around. And we had these strict air raids. And he had no sense of direction. And from the time I was six or seven my mother would say, Watch where your father parks so you can get back to your car, or watch for so-and-so. And I did—That's one of my few talents now. I mean, I'm really good with directions, but it came early. So I remember going out with him at night to be assured we had total blackout. We had a lot of elderly occupants in our zone. It's a tourist retirement area. And like you at the door today I didn't hear you. And so we'd have to pound real hard on the door and say, Lights out everybody, lights out. And we'd get the place black and then go back to the checkpoint. When we'd get to the checkpoint I'd have to hide because there was only supposed to be one person on patrol, The Warden. I also remember

²¹ West, August, 6, 2011, 14.

soldiers marching up and down our streets. They had to— St. Petersburg again is a tourist place. We had coast guard, maritime, and a lot of different service units. And they'd have to get out and walk so many miles and everything, so they were up and down the streets. I can remember them stopping in front of our house and we're bringing them out water.²²

During my interviews, I could see and feel the lasting impressions and emotional impact on both these women through their respective recollections of events that happened more than seventy-three years ago.

Throughout elementary school and into high school, several things stayed consistent. The West's remained snowbirds (on an academic calendar) and they continued to travel to see Floyd West's family across the United States. Floyd had a nephew in Memphis mentioned earlier and an Uncle in California with whom he was close. Once World War II was over and gas rationing eased, Floyd and Big Charlotte planned a trip for the family to go visit his uncle. At this time in our national history, it was not an everyday occurrence for families to just get in the car and drive more than a thousand miles to visit family. Commercial air travel would have been an option but Floyd enjoyed the journey, to see the sites and educate his girls about the places they would pass through.

"The West's go West" was the title of Charlotte's scrapbook from one of the two cross country sojourns they took in her father's Packard from St. Petersburg, Florida to California beginning when she was in ninth grade (1946). It must have had some meaning for her because she did not get rid of that teenage scrapbook until 2010! Unfortunately I did not get to see the log of this family journey. Saving post cards, reliving sightseeing trips to the Petrified Forest, Yosemite and the Grand Canyon were warm reminders to Charlotte of the efforts her parents put forth to show their children a

²² West, August 6, 2011, 20-21.

variety of things many children in those days may not have seen.²³ Her story of the trip to California reminded me of the month-long trips my family used to take every summer, ostensibly in search of remote, cold, streams and lakes, full of fish (trout mostly) but always including both big and little parts of historic, scenic, political and cultural America. I too still have my childhood postcard collection (used for a presentation in Norm Denzin's graduate methods class in 2008). I wish I could have seen this treasure from Charlotte's childhood.

If, as Joan W. Scott wrote in a piece for *History and Theory* recently, "All historians are storytellers,"²⁴ I then wonder if all storytellers are historians? Why else would a successful, driven, passionate professional hang onto a childhood scrapbook for sixty-four years? The scrapbook appeared to hold a deep meaning for Charlotte, making a connection to an idyllic time for her with her father and fun loving family. We have learned that Charlotte was adopted at a very early age; how did she and her sister deal with the news? What challenges did they face or perceive as part of their identity as adopted children?

On the day Dorothy West (Charlotte's sister) turned twelve years old, her mother asked her to go on a walk. Whether or not she suspected the reason is unknown, but Charlotte found it "so strange because they never go on walks but it was Dorothy's birthday". Neither Big Charlotte nor Dorothy said anything about the purpose of that walk but eventually Charlotte found out what that walk was about. Sometime after that walk Dorothy got mad (Charlotte describes her sister as having a temper, among other things) at Charlotte and a neighbor girl who were teasing Dorothy. Dorothy's temper got

²³ West, August 6, 2011, 17-18.

²⁴ J. Scott, "Storytelling," 203.

the better of her and she turned around and she said to Charlotte, “You're not my sister and you never have been and you never will be and you're—you've always been adopted. And that's how I found out officially, I think I was eleven years old.” When my friend’s mother tried to deflect what Dorothy had said and the potential harm it may have caused, Charlotte did something she does not admit to doing very often: she lied to the neighbor, saying, “Oh yeah I knew for a long time,” which I think is a very normal defensive response. She made it sound so cool, or casual during our interview, almost removed. It was a long time ago and she and her sister have been through a variety of other disagreements but I still felt badly for her. I was not expecting what I heard next.

Charlotte: “When my parents came back, my sister told them what she’d done. “I did it, I did it, I told and I know I wasn’t supposed to.” My parents never said a word.

Ellyn: Never said a word to you?

Charlotte: Never said a word.

Ellyn: Wow.

Charlotte: They were extremely tightlipped, extremely tightlipped. They were just kind of like, that's how it is, just let it go and would never make any deal out of it. So they knew I knew but that was it. They didn't go into any of this business like, “oh we wanted you and we got to pick you”, you know like parents will do. Never said a word about it. Never said a word about it.

While Big Charlotte and Floyd never seemed to look back in terms of how their youngest daughter may have struggled or been hurt by the circumstances of how she learned she was adopted, at least as Charlotte got older her mom would ask her, “Are you interested?” Charlotte would say, “Yeah but I've got two good parents. I didn’t ever want to hurt either one of my parents so I wouldn’t have tried to find out while they were still alive. No, I didn't look until after I'd lost both parents and then I started looking.”²⁵ The irony in the following statement may not be true for all adoptees but in my personal

²⁵ West, August 6, 2011, 46.

experience with three other friends who are adopted, they have the same attitude at this point in their lives as Charlotte articulated in August 2011,

You know, the irony of that is had she been still living when I did that I don't think it would have been any kind of a problem because I still thought of her as mother, and I was very, very fond of Elizabeth but she wasn't really mother, you know, at all. She was real kind to me and real nice and we got along real fine and everything, but—But no, I didn't look until after I'd lost both parents and then I started looking. But they didn't hide things. Because during the war and everybody's talking about displaced persons and this, that, and the other. And I said, I don't have a birth certificate. I got real fussed up about, I don't have a birth certificate. So mother and daddy said, Well we'll write and try to get you one. So they wrote to the lawyer in New York that had been involved in the adoption and they got mine. And I knew I was the daughter of Mary Ellis Scott born in Grand Rapids, Michigan. And they had her hometown in Michigan listed so I knew her name and the hometown. They never could get my sister's. They had an official document that she was—but they never could get the birth certificate. So they gave me mine and my sister's knowing that I'd be a good caretaker for it.²⁶

Charlotte's father died of congestive heart failure in March of her senior year in college so when her mother died, Charlotte began looking for her biological mother and it did not take long to find Elizabeth Scott.²⁷

Charlotte was “forty something” when she met her biological mother. Elizabeth was nineteen when she had Charlotte, making her in her sixties when they eventually met as adults. Charlotte describes her impressions,

Such a lovely lady and everything. And after we got to know each other a little bit better and she said, did I do the right thing? Did I do the right thing? And she said, I think about that. And she said, I could never have given you the opportunities that your parents gave you, the travel and the going to college and the different things. And so I think it gave her some peace of mind that they weren't rich but they were well off.

²⁶ West, August 6, 2011, 46-47.

²⁷ West, August 6, 2011, 46-48.

Elizabeth lived until she was ninety-three, dying in the summer of 2010. Charlotte never knew her biological father but Elizabeth informed her of some things during the time they knew one another,

My biological father who never knew I existed—never knew until he died—he—she sent me his obituary and he lived to be like ninety-one, so both of them lived in their nineties.... My father who never knew I existed.... I have in his family, my father's family, he had four boys and in my mother's family when she married she had two boys, so I have six half-brothers whom I've never met. And the one son of my mother I've talked to on the phone because before she died she told him about me.

BARTGES: Yeah. I wondered if they knew that you existed?

WEST: Yeah. Elizabeth's two boys no; she told them. And see, when she had me and I was illegitimate nobody knew except her aunt in Grand Rapids and her father and her sister. Nobody ever knew. And—because she had an aunt there, she could go to Grand Rapids and that was—And she came back and put herself through college and was a teacher. And she married. And so before she married she told her husband about me. And she said, there was never a time that he didn't make a nasty comment about it and throw it up to her. And so they eventually got divorced. And so she said then, I'm not telling anybody else. So when I found her I said, I don't intend to disrupt your life. I won't tell anybody or, you know, do anything like that. So it was shortly after that that I was coaching our golf team and I was taking the team to Michigan State. And I had written her about that, we were writing back and forth. And she said, Well I didn't feel right not telling Mel. Mel was who she'd remarried. He was a wonderful man. And she said, I didn't feel right. And so I've told Mel now and Mel's dying to meet you. (*laughter*) So I said, Okay. She said, We'll drive up and we'll see you at East Lansing. It was not that far for them. So they drove up and I met him then. And then I think I've told you this, subsequently I visited them in Florida.²⁸

Nature or nurture is an age-old question. Charlotte's adoptive mother lived that question daily with her two adopted daughters, as you will read later. It was surprising to me to learn her biological mother's husband also had a great interest in this topic. It turns out Mel was dying to meet her to see if Charlotte was anything like Elizabeth. What better indicator of nature or nurture could there possibly be than watching two people related by blood who had no joint lived experience together over the last forty years? In telling this story, Charlotte also seemed quite intrigued with the questions, which could

²⁸ West, August 6, 2011, 38-40.

not have helped but run through her mind at times growing up and as an adult but even more so after she met Elizabeth and they came to know one another a little bit,

WEST: I was doing a lot of NCAA traveling. We were in Orlando and then I was going to Tampa to meet a friend. So I thought, Well I'm driving right by Winter Haven, I'll go over there and see Elizabeth and Mel so I drove—and oh they were thrilled I come, so I came and I stayed there. I played golf one day with Elizabeth and her Ladies League and had dinner and everything. And so Mel was fascinated because he'd sit there and he'd say, now do you like so-and-so? Do you do so-and-so? And there was so much similarity that it was eerie.

BARTGES: It's amazing.

WEST: Never had been together. And she said, you like to work crossword puzzles? Did I tell you this before?

BARTGES: No, but I know you like puzzles.

WEST: I said, oh I love them. And she says, Oh I do too. And so she'd cut out a puzzle from the paper. And this was after breakfast. She gave me a puzzle and she did a puzzle. And I'm sitting there working mine and she said, Okay I finished mine. (*laughter*) I beat you, she said. And I said, well give me a few more minutes. And so I did and I got it. And she said, well to be honest I took the easier one. (*laughter*) But you can tell she was real competitive. And the night before we were watching—oh what's that, the one with the words they—

WEST: *Wheel of Fortune*.

WEST: (*laughs*) We watched *Wheel of Fortune* and it was a—we were really duking it out. (*laughs*) It was fun, I mean, fun, fun.

BARTGES: Yeah.

WEST: But he just would shake his head. He'd shake his head. He said, too much alike.

BARTGES: Well and that—I mean that really is like a living laboratory of nature/nurture.

WEST: Oh absolutely. And you know, my mother that adopted us, you know, she adopted Dorothy she named and Dorothy was her little baby. And Dorothy had auburn curls and beautiful blue eyes and these long lashes and just would go to anybody. I mean, she was just—and my mother thought she had died and gone to heaven with this beautiful little child that would just go to everybody. And then here I come along (*laughs*) won't go to anybody (*laughs*) scream if they'd pick me up, didn't have any hair (*laughter*) bald as you can—bald as all get out. And so anyway, as we grew up and we really matured and got our own personalities and everything—and my sister she'd try to get her to do some things and—I mean, little things.²⁹

Charlotte West has a great many, vivid, fun and interesting memories of her childhood. Some of them, particularly the story of how she found out she was adopted,

²⁹ West, August 6, 2011, 40-43.

will seem quite abrupt to most people in this day and age. Even as she related the story, Charlotte did not sugar coat it or from what I could tell, alter the telling to soften it to try and make her parents more sympathetic or her sister less impulsive. There are certainly many keys in her stories to who she would become as a person and perhaps why. While neither her biological mother nor her parents could have known how far she would rise and to what purpose her life would be devoted, one thing is clear to me as I look in on her unexpected beginnings. She met her life circumstances head on, learning through her dealings with her sister how to influence and negotiate at a very young age; as a somewhat unusual “Snowbird” in middle school, and from the experiences her parents were able to provide her through travel, lessons in dance and music as well as fostering her interest in movement and sports at a young age, all of these things would be constants in her adult, personal, professional and sporting life in the future. Charlotte learned her most important early lessons grounded in a strong foundation of honesty, humility, duty, responsibility and leadership. These traits would stay with her throughout her career.

Chapter 3

I Have Always Been So Competitive...

Whispering of a child, "He's cheating."

Mother's whispered response, "Well he's older; just let him cheat. Just let it go. You'll win plenty."

*Child's response, "OK."*¹

"Qualitative methods illuminate both the ordinary within the worlds of fabulous people and events and also the fabulous elements of ordinary, mundane lives. How to represent the truths we generate remains an open question."² This statement provides a striking backdrop to the purpose of this chapter which is to show readers an at times normal, ordinary child from an upper middle class family, who grew into one of the most influential (she would eschew the use of the word powerful as I think her closest colleagues would as well) leaders in the implementation of competitive athletics for American women during the twentieth century. Over the course of a series of interviews with Charlotte, there were two themes she consistently pulled to the forefront of our dialog. The notion of competitiveness was one of these two strong themes which in the end (during my last interview to date) evolved into a connection with her biological mother when we discussed her background of being adopted and also having an older sister who was adopted. We are also told that her adopted mother, late in her life, told Charlotte that while she did not favor her sister Dorothy, she felt the need to "protect her more because she was not as skilled as Charlotte" in many things. This may not seem unusual but what affect did these factors have on the development of young Charlotte?

¹ West, August 6, 2011, 37.

² Laura L. Ellingson, *Engaging Crystallization in Qualitative Research: An Introduction* (Los Angeles: Sage, 2009), 1.

Does the desire to compete, win at even the most mundane amusements matter in her personality development and success? I would say yes and she would too.

Not wanting to be overly simplistic but also realizing the depths of competitive drive to which individuals and organizations can be pushed, it became evident to me over time that in the building of trust in the relationship between interviewer and interviewee, there is a Ying to the competitive Yang, which is how Charlotte tempered what I interpreted as a self-perceived potential dark side of her personality (deeply competitive). The compliment or temperance of her competitive side is her stated desire to be fair.³ These traits are not something that pop-up occasionally but an ethos developed as a child and lived professionally during her more than six decade involvement in sport and athletics during a period of gigantic changes in our society. Perhaps this drive to be fair is based on Charlotte's uncertainty of being adopted or perhaps it is linked to her experiences of witnessing real poverty and disruption during the Great Depression; perhaps this drive to be fair is related to other social issues Charlotte experienced, as she became an adult.⁴ Charlotte would say it is partly because she is an unabashed feminist.

Growing up in the 1930s-40s (and beyond)⁵ and possessing two X chromosomes brought challenges for many competitive women and girls interested in sport. According to one historian, the growth of women's basketball (1920-1953) paralleled the decline of women's basketball (1936-1956)!⁶ Oddly enough the binary actually works when you

³ West, March 13, 2005, 75, 112; and June 11, 2009, 22.

⁴ West, June 11, 2009, 23-24.

⁵ Susan Cahn, "Come Out, Come Out Whatever You've Got! Or, Still Crazy after All These Years," *Feminist Studies* 29, no. 1 (2003): 7-9.

⁶ Pamela Grundy, *Learning to Win: Sports, Education, and Social Change in Twentieth Century North Carolina* (Chapel Hill: University of North Carolina Press, 2001), 300-302.

look at the United States not as a whole but through narrower, regional and state lenses. In some regions, basketball was more acceptable for girls and woman than others. "Dainty" or "feminine" individual sports for women—especially golf and tennis- were acceptable and played more widely (not more participants but in more places), than the more egalitarian ("masculine") team sport of basketball. The surprising thing was the level of acceptance of basketball in more traditionally conservative states and the lack of acceptance or even resistance in some more industrial progressive states.⁷ However, the players were controlled or repressed through the use of different sets of rules for the girls and women than for the boys and men. A few of the women I interviewed noted how ridiculous it was to accept that women could run the full length of a field hockey pitch for a much longer period of time than a basketball game, yet it was considered dangerous to a woman's reproductive organs to play full court basketball⁸ (a field hockey pitch is almost three hundred feet long by one hundred and eighty feet wide while a basketball court is ninety-four by fifty feet).⁹

It was so ironical because field hockey was accepted and we raced up and down the field the whole time, but some people were ultraconservative with respect to what women could really do physiological. I was a great proponent (*laugh*) of moving that way, looking toward five-player.¹⁰

⁷ Laurie Mabry, interviewed by Ellyn L. Bartges, August 20, 2006, *Family Memories* Collection, ALPL, Springfield, IL, 46. Currently restricted by the author.

⁸ "Sportsknowhow.com," accessed February 27, 2014, <http://www.sportsknowhow.com/basketball/index.html>.

⁹ Linda Blades Connelly, interviewed by Ellyn L. Bartges, June 4, 2005, *Family Memories* Collection, ALPL, Springfield, IL, 47; Phebe Scott, interviewed by Ellyn L. Bartges, March 13, 2005, *Family Memories* Collection, ALPL, Springfield, IL, 40.

¹⁰ West, March 13, 2005, 25; Mildred Barnes, interviewed by Ellyn L. Bartges, May 11, 2011, from KVSC Radio Station, St. Cloud, MN, *Family Memories* Collection, ALPL, Springfield, IL, 13.

Who would have thought that Florida, a state with seven and then eight electoral college votes in the 1940s would have been more permissive or accepting of girls' sports at the middle and high school level (at least in St. Petersburg) than an industrial, agricultural giant the likes of Illinois with 29-28 electoral votes? The agricultural component cannot be blamed for the totality of dissonance when you consider the uninterrupted opportunity and growth of basketball for girls in the neighboring state of Iowa to the west of Illinois.¹¹ A river definitely ran through it, dividing a land of real competitive opportunity from a wasteland of Girls Athletic Association (GAA) and Play Days in many parts of the Midwest.¹² The reference to a "wasteland" is my perspective looking back on a structure that made no sense because I was lucky enough to have competitive opportunities in high school and college that had not existed as few as six years before. The idea of come one come all team structure reminds me of physical education classes where a strong, competitive person could either hurt someone or get hurt themselves by people who could not control their bodies or wished to hurt "jocks". Phebe Scott describes her experience:

SCOTT: Well, we also had sports that—We had play days and then also we graduated to sports days in which a team from, let's say the University of Michigan would go and you would compete as a team against the other schools.

BARTGES: What schools would you play against?

SCOTT: Well, Ypsilanti and any of the schools in the immediate area.

BARTGES: Did you have tryouts for these teams?

SCOTT: No.

¹¹ David Leip, *Dave Leip's Atlas of U.S. Presidential Elections*, accessed January 15, 2013, <http://uselectionatlas.org/RESULTS/>. Looking at a state's number of Electoral College vote is simply another means of assessing population base. Since 2012 was a Presidential election year I thought it was an interesting comparison especially when considering that Illinois now has 20 EC votes and Florida has increased to 29 EC votes. See also Jan A. Beran, *From Six-on-Six to Full Court Press: A Century of Iowa Girls' Basketball* (Iowa City: University of Iowa Press, 1993), 100.

¹² A discussion of the difference or properties of GAA, Play Days, Sport Days and Extramurals will ensue in the next chapter.

BARTGES: How did you find out about them?

SCOTT: You'd go out and play and then the instructor or the coach, although she wasn't called a coach, would post the names of the kids that she wanted to go on the sports day.

BARTGES: Were these people all PE majors?

SCOTT: Mostly, yes, um-hm.

BARTGES: So that's how you found out that there was a team?

SCOTT: That's right, um-hm.

BARTGES: And you played six-on-six, or I'm sorry, three-on-three?

SCOTT: Right.

BARTGES: And again with no rover?

SCOTT: No rover.

BARTGES: And you mentioned not the coach but the—

SCOTT: Instructor.

BARTGES: Was that person paid for supervising these activities?

SCOTT: Oh no, no.

BARTGES: How did you travel?

SCOTT: Usually the woman who took us took us in her car.

BARTGES: And would there be just one team or were there different levels of teams?

SCOTT: Not levels of teams, no. There could be one maybe. And if there are enough people who are interested, we'd have two teams.

BARTGES: Okay. So there— But there were never any cuts?

SCOTT: Um-um.

BARTGES: Okay. When you went to the sports days, these were different than play days in the sense that you got to play with your team?

SCOTT: That's right.

BARTGES: So all the people from the University of Michigan played all the people from Ypsilanti?

BARTGES: Okay. How many people did you have on your team?

SCOTT: Well, again it depended upon— how many signed up and how many— whether—how much room the teacher had in her car (*laughter*) take us over there.

BARTGES: Did you have uniforms?

SCOTT: No.

BARTGES: Did you practice?

SCOTT: Occasionally we did, and that was only if those of us who were on a particular team wanted to get together, but the teacher who took us never called a practice session.

BARTGES: Okay. Were there ever any spectators at your events?¹³

It is this type of exchange, not at all uncommon among the Pioneer group that leads me to view the experience as a wasteland. For these women though it was the only competition they had and they took full advantage of it while being frustrated at the same time.

¹³ P. Scott, March 13, 2005, 14-20.

We read in a previous chapter about some of Charlotte's creativity at play. Long before the advent of television; play-by-play radio broadcasts of basketball games; or the inkling of her role in implementing the dream of a group of athletically inclined woman who were responsible for building a national administrative structure governing intercollegiate athletics, I believe Roger Callois, the classic theorist of play would find the creative, free play of the young Charlotte West part of what helped shape her ideals and character; I believe that this free play enabled her to emerge as an early leader in the adoption of interscholastic athletics for women in this country.¹⁴

Throughout my time researching archives, others' related scholarship, things of interest, and picking Charlotte's brain, there has never been any doubt about her love of competition. However, there is no evidence that she was or is someone who subscribes to a win at all costs mentality. I bring this up for a couple of reasons as we consider Charlotte's life. As a historian, I am looking at a decades-long growth and inevitable fracture of the physical education profession, and a "turning over of people from time to eternity."¹⁵ What is the best way to conduct any sort of textual analysis while respecting the subject, reflecting on philosophical concerns, writing a work that reflects the "craft of history", and at the same time asking "do narratives give others their voices?"¹⁶ Consequently, including as a seemingly simple binary (competitive and fairness), the two over-arching dominant themes Charlotte chose to stress, is my attempt to connect what she finds important from a young age to the work she successfully delivers within her

¹⁴ Roger Callois, *Man, Play and Games*, (Champaign: University of Illinois Press, 2001), 43.

¹⁵ William Penn, BrainyQuote.com, Xplore Inc., 2014, accessed March 2, 2014, <http://www.brainyquote.com/quotes/quotes/w/williampen104810.html>.

¹⁶ Douglas Booth, "Escaping the Past? The Cultural Turn and Language in Sport History," *Rethinking History* 8, no. 1 (2004): 103, 115.

cultural groups (female, athlete, coach, feminist, administrator, adoptee, friend, mentor, daughter and leader) as an adult. Perhaps that is part of the *é*spree de *corps* she brought with her from the variety of competitive models she experienced playing (these various competitive models came from Charlotte's experiences) as a student in middle school through college, AAU and Industrial League player, coach, physical educator and Associate Athletic Director of a large, public doctoral granting division one institution, Southern Illinois University.¹⁷

In keeping with the AIAW and DGWS models that mandated time periods of social interaction (such as refreshments, beauty pageants, listening to music)¹⁸ after competition, West believes women's sports has come to emulate what is commonly referred to as the "male model"; that is women's sports adopted too stringent an attitude surrounding sportsmanship and fandom. The following are some brief thoughts from Charlotte when it comes to supporting one's team or interaction among competitors,

I've never thought it was so important that two people that were going to play a competitive event couldn't sit down and have lunch or dinner together or just have some kind of a social interaction, but that's the mentality. A really good example of the spirit was when Jeanne Rowland of Northeastern University hosted one of the Invitational National Tournaments (1971) and Illinois State and Southern were both invited. We had a university plane (because of our aviation program) and so SIU filled its plane with our team and we stopped at Normal, Illinois and picked up some of their players to help them reduce expenses and we all flew together to

Boston. I have a vivid memory of most of those young ladies had never been on a plane and there we were going to Boston. It was a beautiful March evening and we flew past the Statue of Liberty, it was so clear and the young women were in awe. And there were probably about three or four of the Illinois State team players that had to fly by them because we had already filled up our plane. But I mention that story because the spirit then was everybody helping everybody else and still having our national championships, and of course today

¹⁷ See Charlotte West's curriculum vitae in Appendix A.

¹⁸ Kneer, Interview by Ellyn L. Bartges, Plainfield, IL., October 24, 2004, 9-10.

I'm sure the coaches would sneer at the idea of two teams traveling in the same mode of transportation.¹⁹

It is difficult to illustrate some of the traditions and mores of DGWS and AIAW when it comes to post-game socials. As someone (most likely one of the last of a generation who is writing about them in a dissertation), who participated in these teas or sometimes pop, and cookie events, I never understood the activity.²⁰ During my freshman year on the tennis team at Iowa State, I have a vivid memory of a triangular tennis match at the West Des Moines Racquet Club between Iowa, Drake and Iowa State. We team members who had already completed our matches, were standing around behind a glass viewing window, watching the athletic director at Drake, Betty Miles, wearing a black cowboy hat (at the time she had bleach white hair which the hat highlighted), a down vest and cowboy boots, as she “played” hostess. While Miles carried a platter of cookies around to those who had finished their matches, she continued to yell at the match still going on between the number one singles players from Drake and Iowa. Talk about theatre of the absurd. Did I mention she was smoking the whole time?!²¹

In talking to numerous people including Charlotte, one of the consistent themes or labels assigned to West was that of fairness. Throughout her life, Charlotte held fairness as a personal ethos and others observed this virtue in her behavior; Charlotte’s fairness is unassailable. According to her, this started at a very young age,

I want everything to be fair, I don't care if it's backyard croquet or whatever I'm in, a card game, I want everybody to have a fair chance, and certainly women were not being given a fair chance. And being the young athlete that I was and

¹⁹ West, June 11, 2009, 4-5.

²⁰ Kneer, October 24, 2004, 9-10.

²¹ Charlotte has an amusing story about smoking and drinking being banned from the General Assembly meetings of the annual AIAW meetings included in the Professional chapter of this work.

having a good experience in high school and then going to State where it was zilch, I can look back and think that must have been extremely motivating for me, because obviously my life has been one of trying to create change for women.²²

No one is more acutely aware of Charlotte West's virtuousness than Jim Livengood, currently the athletic director at the University of Nevada Las Vegas (previously at the University of Arizona and Washington State University). Jim got his start as an Athletic Director when as a young man he was controversially selected over then Interim Athletic Director (AD) Charlotte West by the SIU President. When he started his new job, one of his direct reports was the former Interim AD, Charlotte, whom he supervised during his couple of years as AD at SIU. More than twenty-five years later he remembers administrative changes Charlotte helped bring about. Charlotte could have held a grudge or refused to be Livengood's mentor, instead Livengood remembers how helpful she was,

I don't know that Charlotte West has a mean bone in her body...I think that she can get disappointed and hurt and mad and frustrated—I don't mean that she doesn't [experience] that. But I mean she just is so fair about things and thinks through things. I mean that was the most noticeable thing about when we started...this new administration with regards to restructuring and...she wanted to make sure that things were fair with men's athletics but yet that women's athletics didn't get shortchanged. I mean, she just plain is a fair-minded person....But she wasn't a person too that was unreasonable. In other words, if it was unfair and she believed it to be unfair and she fought for it she was always also willing to listen to why somebody else might have a different opinion. Didn't mean she was going—so I mean there was just an unbelievable air of fairness and of trying to do the right thing. In other words not—you don't do anything just to do it; you do it for the right reasons.²³

Cindy Scott mirrors what Livengood says, illustrating the uniformity of what people at every level have said about Charlotte:

²² West, March 13, 2005, 75.

²³ Jim Livengood, interview by Ellyn L. Bartges, December 12, 2012, from KVSC Radio Station, St. Cloud, MN, 23-24.

Charlotte was the best administrator that I've ever worked for or ever seen because—first of all she's the most honest person I've ever known and she was always—she taught you to do things the right way and she expected nothing less than everything being done the right way. I worked for her for basically twenty-three years, twenty-one as her head basketball coach. So she expected things to be done the right way. She's a perfectionist. She's very, very demanding but not in a bad way, like in a good way. She expects people to do what they're supposed to do when they're supposed to do it. And she's incredibly, incredibly moral and ethical, like beyond anyone that I know.²⁴

This ethos of fairness could be tied to Charlotte's adoption, how her mother treated the two sisters (both adopted), her religion, or her watching her father's impartiality with the two girls and his evenhandedness with the people with whom he did business. Charlotte herself could not ascertain the origin of this part of her character, but it is clear that the combination of fairness with the desire to compete and win were integral to who Charlotte West would become and who she is to this day.

As noted earlier, Charlotte benefitted from dance lessons as a youngster and was destined to embrace the concept of movement her entire professional career and personally as well.

BARTGES: Did you like to play for the physicality of it or did you like to play because you were competitive, you wanted to win?

WEST: Oh, I always wanted to win. It could be backyard croquet, it could be ring toss.²⁵

WEST: You were asking me my enjoyment of sport and I said, Oh I'm very competitive and I like to move and, you know, I did a lot of dance. You're probably aware of that. I took dance lessons from when I was probably eight or nine, and I took ballet and tap. I loved it, just absolutely loved it. And did toe tap. And I taught tap dancing here. I loved tap dancing. So it was the movement as well as the competition. But I would always be giving myself challenges.²⁶

²⁴ P. Scott, March 13, 2005, 12.

²⁵ West, August 6, 2011, 27.

²⁶ West, August 6, 2011, 33.

And Cindy Scott, whom Charlotte hired to replace Maureen Weiss, (of sport psychology fame), after a two year stint by Mo as the head women's basketball coach at SIU. Cindy was hired in 1978 and was the women's basketball coach at Southern for twenty years becoming very good friends with Charlotte:

Among her friends in Carbondale, Charlotte was known for taking an opportunity to demonstrate her moves and teach the how too's of tap dancing even after she retired in 1998.²⁷

However it was not until she started school at Mirror Lake Junior High School in St. Petersburg that she had the opportunity to play real, organized sports. According to Charlotte, she "had the pleasure of being on the basketball team."²⁸ Most coaches, players and fans of the current rules and methods of basketball the way we see it played today, would be hard pressed to know the historiography of the rules governing the game. Historiography you say? Of a Rule Book? Yes, for as long as there have been rules, they have been contested, in basketball during its introduction and growth of the game that challenge began and ended with the gender of the players.

Dr. James Naismith, a Canadian educator working for the YMCA of Springfield, MA invented the game of Basket Ball in 1891. A short year after Naismith invented the game, Senda Berenson of Smith College (located in North Hampton, MA a short distance from Springfield) introduced Basket Ball to the Smithies and women have been playing it in one form or another ever since. Naismith as the inventor, true, but that is the men's game, not the game women and girls played with significant adaptations and

²⁷ Cindy Scott, interview with Ellyn L. Bartges, January 18, 2013, from KVSC Radio Station, St. Cloud, MN. This comment occurred during small talk at the end of the interview when we were done recording but still on the record.

²⁸ West, August 6, 2011, 25.

alternative rules until 1969. Clara Gregory Baer created the first rules for “Basquette” for women in 1895. In 1901 Senda Berenson and Spaulding published the first Basket Ball for Women rules. Prior to the 1969-70 season, the rules, going back to Clara Gregory Baer when she introduced the first rules for “Basquette” for women in 1895 have always been contested. Two short years later, Senda Berenson of Smith College and Spaulding published the first “Official” Basket Ball for Women rules in 1901, certainly in response to Baer’s version of the game.²⁹ The women’s game transformed from nine players in nine zones, to six player on a split court, followed by six player (3-on-3) with a rover followed by six player with two rovers until in 1969 at the collegiate and many high schools nationwide the “boys” version of the rules were adopted with the addition of a thirty second shot clock.³⁰ In 1958 when the DGWS Executive Council charged the Basketball Rules Committee (BCR) with codifying at least eight different organizations’ rules books into one unified version, no one from the BRC or DGWS knew for sure what to expect in terms of a time table. The negotiations culminated for the 1962-63 season with a more “liberal” application of rules, which included the enshrinement of the “Roving player rules” expected on a national basis. The national discussions were not successful in bringing all of the interests into alignment but it did more closely align two of the most powerful and influential organizations, DGWS and AAU. It was not until the 1964-65 season that the two groups adopted an identical set of rules for the fast growing

²⁹ Joan S. Hult and Marianna Trekell, eds., *A Century of Women’s Basketball: From Frailty to Final Four* (Reston, VA: National Association for Girls and Women in Sport, 1991), 427.

³⁰ Mildred Barnes, “Coaching and Game Reflections, 1940s to 1980s,” in *A Century of Women’s Basketball*, eds. Joan Hult and Marianna Trekell (Reston, VA: National Association for Girls and Women in Sport, 1991), 335-344.

team sport of basketball.³¹ Still some regions and groups resisted and stuck with a six-on-six format, mostly in small towns (Iowa and Oklahoma were the last states at the high school level to transition to full court, five on five play), until 1993.³²

The rule books, starting with the Spaulding sponsored (1901) Athletic Library editions and ending when the National Collegiate Athletic Association (NCAA) outmaneuvered the Association for Intercollegiate Athletics for Women (AIAW) into a hostile corporate take-over (1982),³³ were important means of communication for the women's physical education and sport communities as well as a financial umbilical cord for the parent organization DGWS. According to Mildred Barnes, "Because the rules that were written at that time for all sports were the ones that were used in the high schools as well as colleges, and it wasn't until NCAA garnered administrative responsibilities for the intercollegiate sports that that DGWS Rules Committee just went down the tube....Those rules produced like three hundred thousand dollars' worth of monetary enhancement for AAHPERD".³⁴ Phebe Scott added,

I think DGWS was concerned. I don't know whether the others. We worked with AAU to try to get one set of rules (*unintelligible*).

BARTGES: When the DGWS published the guides for basketball, what caused DGWS to sort of lose those guides?

SCOTT: Well, that's when we, as a result of Title IX, went into more competitive opportunities. And there were other organizations that were interested in it, and particularly at the collegiate level was the NCAA, and they wanted their own rules and they wanted to do the printing of the rules.

BARTGES: Was it about the rules or was it about the publication of the rules?

SCOTT: Publication.

³¹ Mildred Barnes, "From Half Court to Full Court," in *Basketball GUIDE: August 1971-August 1972*, ed. Ruth Gunden (Washington, DC: DGWS of the American Association for Health, Physical Education, and Recreation, 1971), 35-37.

³² Beran, *From Six on Six*, 101-123.

³³ This will be discussed in an ensuing chapter on Charlotte's professional life.

³⁴ Barnes, "From Half Court," 33.

BARTGES: Which meant money?

SCOTT: Yes.

BARTGES: The NCAA successfully took over the rules from DGWS?

SCOTT: Actually not from DGWS, but from the AIAW, but that organization was spawned by DGWS.³⁵

The Guide Books were more than a rulebook and they were published on more than basketball.

BARTGES: There were a lot of different things besides just the rules in those guides, weren't there?

WEST: Yes. There were a lot of how to do things, good drills. You could find some excellent drills in there for just teaching classes, not necessarily coaching. And then they had coaching articles too.

WEST: They were small. All of them, for every sport were the same size. And the only thing that differentiated them was the colors. So those of us in the sixties—And they had—the guides would have maybe (*laugh*) this many (West used her hands to show approximately twenty inches of space), because you'd save the year before and you'd have your volleyball and your basketball and your soccer—

BARTGES: Color-coded?

WEST: Yeah.

The Guides, if you had one for each sport offered or taught through DGWS (19 different sports) would create a rainbow on the shelves of women physical educators across the country. If, as Mildred Barnes and Phebe Scott noted, DGWS raised three hundred thousand dollars on guides, then ownership and policing of rules³⁶ became a very, lucrative business.³⁷

Charlotte was lucky enough to start high school at St. Petersburg High School in 1946, a boom post-war time in the region. St. Petersburg, which had been a place where

³⁵ P. Scott, March 13, 2005, 45, 47-48.

³⁶ While basketball was accepted, it was tightly controlled by rules that did not mirror the men's/boys version. P. Scott, 35.

³⁷ Ellen Gerber includes a relevant taxonomy of rules as well in her article "The Controlled Development of Collegiate Sport for Women, 1923-1936," *Journal of Sport History* 2, no. 1 (1975). Additionally, Joanna Davenport's chapter "The Tides of Change in Women's Basketball Rules", Chapter 5, 83-108 are illustrative of the entire rules conversation.

servicemen came to train and ship out to the theatres of war, was now an attractive place to settle down and raise a family or to relocate an already burgeoning family. From 1930-1940 St. Petersburg grew by 50% from forty plus thousand to sixty plus thousand residents. That growth increased from sixty plus thousand to ninety-six plus thousand residents in the 1950 census.³⁸ The growth lent itself to opportunity for Charlotte and others, which included athletics at St. Petersburg High School, a “large school” where Charlotte graduated from with “a class of five hundred and twenty-five” in 1950.³⁹ As a comparator, when I graduated the large suburban Chicago Hinsdale South High School in 1978 my graduating class was five hundred and fifty. St. Petersburg was booming indeed.

From the beginning of her time in high school, Charlotte was involved athletically in volleyball, basketball, softball and swimming; she recounts, “I was fortunate to have that experience because you can imagine that was '46, that was rare”; she was also a member of the Future Teachers of America. Charlotte’s competitive side came out as she earnestly strove to excel during try-outs for the teams. Anecdotally she also remembered being embarrassed by her sister Dorothy right from the start,

I can remember trying out in volleyball. I'll give kind of a little humorous story why I remember that is they had three courts. After some drills and everything they would move people up. It was obvious that if you got moved up to the top court that they were considering you as the varsity. And I had a sister two years older than me, both were adopted. And she had no skill and no interest and would not—would do anything to not even take PE. So I was moving up and they said, Name? And I said West. And just nonchalantly she said, Not any relation to Dorothy West? And I kind of grimaced and said, yes, she is my sister. Well, she went and told the other gym teacher and they were laughing. So I remember going home and saying, It was an embarrassment. Because a friend of mine, Mary Jane,

³⁸ Accessed January 22, 2013, http://en.wikipedia.org/wiki/St._Petersburg,_Florida. The census page from the U.S. Census Bureau (<http://www.census.gov/>) has been retired (<http://2010.census.gov/news/releases/operations/cb11-cn95.html>).

³⁹ West, March 13, 2005,10.

her older sister was good. I said, They asked Bumpus is Jackie your sister, Yes. That was fine. But no, they laughed when—So I can remember that moving up.⁴⁰

Charlotte remembers playing games, six-on-six, against teams from surrounding towns in the areas of Largo, Tampa and Clearwater. At times, parents who drove their children to these games would often be some of the only fans in the stands. While the senior Wests were not athletically inclined, they were supportive. Char has a very clear memory of her father in the stands at her games, “When we started playing basketball my parents would—my father would embarrass me because I’d make a basket and he’d clap and clap. Everybody else would have stopped clapping and he’d still be clapping. (*laughter*) So I got a lot of support that way.”⁴¹

Of course in any career path there are mentors who stand out more than others and for Charlotte this was true as well. As discussed earlier in the dissertation, the most obvious early role model influence on Charlotte was her father. After Floyd, one of her important early mentors was her high school physical education teacher Anna Geise. Like many women of her day in the physical education profession, Ms. Geise taught high school physical education to girls, refereed, coached as many teams as opportunity presented, was the team seamstress of the girls’ uniforms (“she made these uniforms for everybody on the team, and they were nice.”⁴²), and cultivated her own athletic interests outside the school as permitted. Charlotte has great respect and fond memories of the

⁴⁰ West, March 13, 2005, 9-10.

⁴¹ West, 2005, 26.

⁴² West, August 6, 2011, 26.

opportunities provided to her and to many other girls and women across the country by women like Anna Geise.⁴³

The opportunities continued for Charlotte in ways she may not have anticipated as a teenager. While still a junior in high school, Anna Geise invited Charlotte to join a team sponsored by a local business named R. H. Hall, Maytag and Kelvinator Sales; “the owner of that large appliance store sponsored this [basketball] team...and a volleyball team.”⁴⁴ “He sponsored a very prominent softball team. And St. Petersburg, you know, has the First Century men's softball league, baseball league. And they always played the women so the women—R. H. Hall Women's Softball Team was well known and they always would go to National, like the Caterpillars used to.”⁴⁵ Charlotte played on these teams for eight years,⁴⁶ during and after she graduated from college and began teaching at her alma mater in St. Petersburg. It is a nice coincidence as I write this biography of Charlotte West that my coach graduated from Florida State and taught at St. Pete, excellent coach and an excellent, excellent athlete. So I had good training.⁴⁷ While Charlotte played on several teams, one AAU basketball memory stood out,

When it moved from three-and-three and it went to four-on-four yeah, two—I was a rover. And I roved with the AAU team, the industrial league team, I roved with them. It’s real interesting. The rover game didn't come in colleges until I was already up here at SIU and it probably was—if I came in ‘57 it was probably

⁴³ West, March 13, 2005, 14-16.

⁴⁴ West, August 6, 2011, 26. Many of the women I interviewed in the collection now curated by the Abraham Lincoln Presidential Library played or officiated on both in some sort of AAU, Industrial League, Business, Church or town team. Phebe Scott refereed basketball (see P. Scott, March 13, 2005, 23-27; Barnes, May 11, 2011, 6-7, 11, 24, 25; Kneer, 2004; Hult, 2012, 13-21, 24-26, 35-38, 57; Penstone, 2004, 21-22, 41; Carole Oglesby, 2011; Lorene Ramsey, 2004).

⁴⁵ West, 2005, 20.

⁴⁶ West, 2005, 33.

⁴⁷ West, 2005, 12.

about '60 that it came in. And so having had that experience in high school of roving—I don't think it was high school. I think that was when I was in college and I went to play—went to play with that team I was roving, but it was in the fifties they started some of the AAU (*unintelligible*) would rove. We played in a state tournament with this R. H. Hall team where we played three-on-three, and it was the same teams (*unintelligible*) that we played the rovers. And we played AAU roving player and we won the state tournament 59-58. And the next weekend we played three-on-three and we won and we scored over 100 points.... Yeah. And I mean those were the same players and the same two teams got to the finals. We played different teams to get there but Jacksonville and St. Petersburg team were in the finals. And I always use that when—went four-on-four the scores were lower to start with because it was more congestion and (*unintelligible*) and there wasn't that room to move (*unintelligible*) went from four to five-on-five.⁴⁸

By the time Charlotte started college at Florida State University, she already had what would be considered a very significant amount of experience with competitive athletics. Certainly some of that was school based from her high school but her most vivid and descriptive memories come from her AAU and Industrial League experiences. Her arrival in Tallahassee on the campus of the former Women's College was eye opening when it came to competitive sport,

They pretty much had zero for women.... Certainly women were not being given a fair chance. And being the young athlete that I was and having a good experience in high school and then going to Florida State where it was zilch, I can look back and think that must have been extremely motivating for me, because obviously my life has been one of trying to create change for women.⁴⁹

One of the many unusual formulas described to me over the years involving competition was what Charlotte described from her sorority experience as an Alpha Chi Delta. While there was not any avenue for intercollegiate athletics,

⁴⁸ West, August 6, 2011, 31-32.

⁴⁹ West, March 13, 2005, 33, 75.

Among the Sororities the women would play Odd Evens... And then they had a higher level of competition, which was a lot of fun at FSU, which was called Odd Even. So if you were going to graduate in 1954 like I did I was an even. So I came in as being an even. And that's—a lot of the majors played that and some others but mostly the majors. And we always ended up with some really good competition that way.... And we had like eight, ten outdoor basketball courts. So if we couldn't get inside we could play outside....And there just wasn't a problem with having access to the gym, as long as it was after the instructional time period. And then see at Florida State I still played with R. H. Hall—So I would maybe go off on the weekend and meet them just in some select places, like at the state tournament. I couldn't certainly play the normal season—⁵⁰

In March of her senior year at Florida State, Charlotte suffered a serious blow.

Her father Floyd Ellsworth West died of congenital heart failure.⁵¹ Charlotte felt a duty to return to St. Petersburg and assist her mother, which she did for two years while teaching and coaching at Boca Ciega High School.⁵² During this period she began researching places she thought she would like to attend for her master's degree, eventually ending up at a university that has had a tremendous impact on the discipline of Physical Education and Dance (later labeled Kinesiology and Exercise Science), the University of North Carolina at Greensboro,

You know, it's one of those things that it's good and people go there and get a great education and then they spread the word and it keeps growing. So I would ask my ex-professors at Florida State and other people that I knew where is a good place to go. And the school, UNCG kept coming up, you know. And Texas Woman's was another place at that time....And probably TWU had a little stronger dance program than Greensboro. And I weighed that but I liked Ethel Martus so much and I was able to get an academic scholarship there so I—I was too late when I decided to go to Greensboro to get a graduate assistantship but it really turned out better for me to get an academic scholarship, had to take more classes and I got through in a hurry. So I went there. And I don't know—Did I tell you the story about Jo Hult?⁵³

⁵⁰ West, March 13, 2005, 33-35.

⁵¹ West, August 6, 2011, 46.

⁵² West, March 13, 2005, 38.

⁵³ West, June 12, 2009, 38-39.

It did not take her long to find a new outlet for her competitive basketball skills either.

For many years' pre and post-World War Two, in Florida (and nationally), women sought competitive avenues to express themselves physically (and for some emotionally).⁵⁴ Starting when I was sixteen years old, my motivation for seeking competition mirrored this—I found in sport a kind of physical and emotional fulfillment as well as sanctuary from a growing scrutiny of my own real or perceived sexuality both internally (see comments about decisions on what to major in at college), and externally from my parents. I find myself realizing that the experiences I had as a teenager—although decades later than Charlotte West's experiences—were similar to young women such as Charlotte. I too played on a softball team sponsored by a business in Forest Park, Illinois. I found my way to that team through a woman with whom I lifeguarded whom was a college student majoring in Physical Education at North Central College in Naperville, IL. When I started playing, I was the second youngest player on the roster. The older women had many nicknames such as Mom, Peaches, Chickie and Melba—to name a few. We played against teams from all over suburban Chicago (and later on different teams in Iowa and Pennsylvania) with more women with nicknames like Quaz, Fish, Roadrunner, Spike, and Jurk. None of these were their real names but it took me awhile to figure all this out as I was a neophyte and somewhat clueless. An older man, small and infirm, was our coach and as a sixteen year old, he sort of creeped me out. He wore suspenders and had absolutely no butt (which I suppose was why he wore the

⁵⁴ See Susan K. Cahn, "From the 'Muscle Moll' to the 'Butch' Ballplayer: Mannishness, Lesbianism, and Homophobia in U.S. Women's Sport," *Feminist Studies* 19, no. 2 (Summer 1993): 343-368; also, Cahn, *Coming on Strong: Gender and Sexuality in Twentieth-Century Women's Sport* (New York: Free Press, 1994); Susan Cahn "Crushes, Competition and Closets: The Emergence of Homophobia in Women's Physical Education" in *Women, Sport and Culture*, eds. Susan Birrell and Cheryl L. Cole (Human Kinetics, 1994), 327-339; and Susan Birrell and Mary G. McDonald, "Reading Sport: Articulating Power Lines, and Introduction" in *Reading Sport: Critical Essays on Power and Representation* (Northeastern University Press, 2000), 3-13.

suspenders). I appreciated the opportunity though and had a great time hanging with not only older, but also highly skilled women who enjoyed sport and gave me feedback on sport techniques, game strategy and a window into a different sort of everyday life. I enjoyed these opportunities to travel, meet new people, relax, drink, party and compete playing on various softball teams with more oddly named women, A. J., Shod, Fid, TADL, Wumpkie, Max and Grandma, until I retired when I was twenty-nine. I played in three states on these industrial ASA teams and the experience was always the same; indeed there is an oral cultural history among these players and those in all of the leagues that is passed from one generation to the next.⁵⁵ I was never Out to any of these people I played ball with. Never dated any of them or witnessed any “recruiting,” or inappropriate behavior towards minors from the older women. Despite what Susan Cahn says about the inherent safety and camaraderie of these teams and the leagues, it took me a while to tune into that wavelength or rather to let the volume turn up.⁵⁶ While Charlotte, (and multitudes of others from my generation and generations before me), talks about playing for similar teams from a much different era, when I asked her if I could query her on some more personal questions about the private side of her life, she declined, essentially saying her personal life had no influence on her professional life or relationships. She did however say she “hadn’t been married” during one of our interview sessions as part of an answer to an unrelated question where she ends up talking about her sister being married five times so they sort of balanced each other out in national averages.⁵⁷

⁵⁵ See Peter Donnelly and Kevin Young, “The Construction and Confirmation of Identity in Sport Subcultures,” *Sociology of Sport Journal* 5 (1988): 223.

⁵⁶ Cahn, “Muscle Moll”, 357.

⁵⁷ West, August 6, 2011, 17.

It is important to understand the vernacular applied to competitive opportunities for women when listening to the generation I am writing about in this dissertation and those from the ‘*Family Memories*’ collection, “What about the character of the girls?” housed at the Abraham Lincoln Presidential Library.⁵⁸ It is interesting to listen or read the transcripts from the three different classifications of people identified earlier in the dissertation as they describe Play Days, Sport(s) Days, Extramural, GAA Days all have different meanings both locally and nationally. The local variants were more idiosyncratic with more consistency of language and meaning at the national level. This became clearer to me as I interviewed more people who were not originally from Illinois, which ended up being more than half of the 35 plus interviews to date.⁵⁹ Participants came to or influenced Illinois from New Mexico, Florida, California, Missouri, Pennsylvania, Texas, Kansas, Georgia, Indiana, Scotland/Iowa, New York and Tennessee to name the states represented in my work.⁶⁰ The variety of national voices we experienced in Illinois at the collegiate level and to some extent the high school level, helped prepare the Change Agent group of up and coming coaches, faculty and administrators for work and influence on a rising national stage. Title IX and the inception of the AIAW had roots both in Illinois and the Midwest that were deep.

⁵⁸ Ellyn L. Bartges, ‘What about the Character of the Girls?’ Abraham Lincoln Presidential Library, *Family Memories* Collection, Springfield, IL, 2013, <http://www2.illinois.gov/alplm/library/collections/oralhistory/girlsbasketball/Pages/default.aspx>.

⁵⁹ The original intent in 2004, was to interview the eight coaches whose teams had qualified for the first state tournament for girl’s basketball in Illinois in 1977. Seven of the eight coaches were still alive and the principal of the eighth school was located. This quickly turned into a project to document a broad section of people, mostly women who had influenced athletics/sports in the state of Illinois at both the interscholastic (high school) and intercollegiate (any level of post-secondary education) levels.

⁶⁰ Appendix B.

Chapter 4

Constrained by History

When I began to mentally process the physical documentation, of the “What about the character of the girls?”¹ oral sport history works, I started by pulling out the individual answers from the interviewees with the intent of “coding” them in some sort of software program like NVivo or a similar tool. After looking at the group’s answers to certain questions I decided not to do this. I was just starting my Ph.D. program at Illinois and in my first research methods class my venerable professor of qualitative research methods decried the use of “the D word” (data, not Denzin the faculty member) when conducting qualitative research methodology. What I ended up doing was going back to the actual recordings from the interviews and listening to these people (a list of the interviewees is attached in Appendix B) again. When I listened more carefully I learned through their tone; the frustration, joy and at times revisionist views brought to the conversation.

As a group, they were eager to participate but cautious to totally let loose or let their guard down. Naturally there were a few exceptions and the nature of the question ultimately determined the level of candor in the answer. The scope of that project did not intentionally include much controversy or specifics surrounding the influence of the physical education field on the development of sport or opportunities for competition. That was not the purpose of creating this primary resource. Coming out of traditional American history degree programs and carrying a long standing personal bias or more accurately phobia, against physical education, the decision not to pursue a line of inquiry

¹ Ellyn L. Bartges, “What about the Character of the Girls?” *Family Memories* Collection, Abraham Lincoln Presidential Library, Springfield, IL, 2013, <http://www2.illinois.gov/alplm/library/collections/oralhistory/girlsbasketball/Pages/default.aspx>.

into the relationship between physical education and athletic opportunities was naïve and intellectually immature on my part.² Fortunately the people I interviewed were honest and Dr. Jill Hutchison of Illinois State University wisely pointed me to leaders in both high school and college in the field living in Illinois. I quickly learned I needed more knowledge of the history of physical education if I was going to continue to interview, write or include any substantive information about the history of women's athletics in America.

One of the challenges of researching the history of women's physical education is the number of different committees, sub-committees, spin-off groups and evolutionary name changes occurring within these groups over more than a hundred years of existence and growth, as evidenced by the proliferation of acronyms. Included in Appendix D is a list of many of these groups.³ On a compendium, basketball, track and field, tennis, golf and gymnastics seem to be the biggest drivers of conversations around the development, growth and suppression of competitive athletic opportunities for women on a national level. Individual sports carry less stigmatism than team sports when it comes to homophobia and perceptions of "mannish" behavior or presentation.⁴

² Joan Hult, interview by Ellyn Bartges, Denver, Colorado, March 30, 2012, 60. See also Charlotte West, interview by Ellyn Bartges, Carbondale, Illinois, August 6, 2011, 80. Restricted interviews in author's collection.

³ Appendix D. While this may not be an exhaustive list, mostly because it is centered on basketball and groups with influence and power over that sport, it is fairly detailed including regional, national and international organizations from the period.

⁴ There are many books, articles and presentations across the decades from the mid to late 1920s to date that present a persistent and disruptive under-current of homophobia in sport literature that had a negative impact on many woman or girls who grew up a "tomboy" or athletic minded whether they were gay or not. The environment created by this homophobia can impact the entire team, not just the targeted players who are suspected of being gay. Susan Cahn has been one of the most influential scholars in this area with her book *Coming On Strong*, as well as works by Vikki Krane, Samantha King, Heather Barber, Laurel Davis Delano, C.L. Cole, Pat Griffin, Ann Hall, Mike Messner, Don Sabo, Greta Cohen, Eric Anderson and Susan Greendorfer to name a few. Despite a broadening acceptance among academics, there are still

In her article “The Controlled Development of Collegiate Sport for Women, 1923-1936,” Ellen Gerber narrows the conversation on early athletic competition into a thirteen-year period of great change and even greater constriction of competitive opportunities for the “highly skilled athlete or girl.” By 1931 the prevailing philosophy focused on “Sport for all” which quickly became sloganized as “a sport for every girl and every girl in a sport”.⁵ Any kind of competition that hindered the fulfillment of the aim of sport for all, even under conditions which recognized the physical and psychological status of the American girl or woman, was condemned for that reason and not because competition was necessarily evil unto itself.⁶ This legacy, at least publically espoused, can be found as recently as 1970 under the DGWS description and philosophy in the annual DGWS Basketball Guide for the year.⁷

What we do not see is the subculture of sport competition that existed through a continual pushing by some educators and National Governing Bodies (NGB’s) that frequently manifested outside the realm and control, (not influence as evidenced by the previous accounts of Charlotte and others playing in competitively in softball and basketball in industrial or AAU leagues), of many senior academicians among the women

obvious signs of fear manifested by the small number of coaches who are public about their sexual orientation. This is a subtle heterosexism any reader finds in the media guides of all schools. Mention of family, spouse, children and pets is expected fodder for connecting coaches to fans, alumna, recruits and parents of recruits. An unmarried coach, or now conceivably same sex partners who are legally married in some states, sticks out in these public documents as either the proverbial Old Maid or someone who is not forthcoming with facts that could and have been used against them in negative recruiting by their competitors. According to Charlotte this started as early as the late 1970s.

⁵ Roberta Park and Joan Hult, “Women as Leaders in Physical Education and School-Based Sports, 1865 to 1930s,” *JOPERD*, 64, no. 3 (1993): 33, accessed on-line June 7, 2013.

⁶ Ellen Gerber, “The Controlled Development...,” 23.

⁷ *Basketball Guide August 1970-August 1971 with Official and Experimental Rules*. The Division for Girls and Women’s Sports (Washington, D.C.: AAHPER, 1970), 5. It was interesting to see the seemingly instantaneous change in philosophy from the 1970-1971 *Guides* to the 1971-1972 *Guides*.

physical education leadership. This control was national and also very local. The evils of competition manifested in many ways, none more destructive and restrictive as the clash of titans for control of women's bodies that existed between the athletic vs. the academic philosophies; this clash manifested in the wildly different opportunities offered by the AAU, the Industrial Leagues, and the academic mindset dominated and tightly controlled through the many tentacles of the female physical educators. This was a classic struggle (that lasted many generations) over the philosophy and control of competitive opportunities for women in the United States.⁸ Nowhere is the hegemony of the noncompetitive "sport for all" philosophy more clearly displayed than in the story Charlotte tells about the swift intervention by her academic advisor at UNCG when she and Joan Hult engaged in competition in a local Greensboro Industrial League for women's basketball:

Joan lived next door to me and we both loved to play basketball, and we talked about her playing on Gary, Indiana Industrial Team and I played on the St. Petersburg team. And we met some lady there socially, well a young woman at that time our age that said, Oh we've got a league in town. Oh we said, you know, "Can anybody go play?" "Well no but you two can certainly come down and play and tryout some night with us." So we parade down there and play in this basketball game with a man coach, and we kind of had a makeshift uniform because we're not part of a team, and we played and the coach liked what he saw. And he kept saying, "Now you girls are coming back next week aren't you? Now you'll be here for the season?" And we said, "Oh yeah." And he said, "Well I'll get your uniforms." And so we're all excited about playing in this league. And when we get to the gym in the morning and go to our mailboxes we each had a note from Ethel Martus—the next morning. And it said, "Please see me." So we parade in there. And she said, "I do not like the idea of any of my girls playing in this league. It sets a bad standard for the undergraduates." And she said to Jo Holt, "You are a graduate assistant and I am telling you, you cannot play down there." And she said to me, "I can't tell you that but it probably is in your best interest if you don't go back there." Needless to say we were embarrassed to call the people that were so nice to us and then we told them we would be back saying, "We don't think we can come back." [laughs] If that doesn't demonstrate the feeling in '56 about women playing highly competitive sport no story does

⁸ Gerber, "The Controlled Development" 6-10.

because that was the attitude. So I said, “You know Ms. Martus, I love competitive sport and I believe in it, and that's one reason I'm in PE not just in dance. And I miss playing.” And she said, “Well why don't you organize a league here on campus and we'll have freshmen, sophomore, junior, seniors, and graduate students and you can play a round robin.” So we did that and it was fun, but she thought that was the solution, and all it did was give you a taste to have a little bit better skill and play a little bit better-skilled teams. [laughs] But that was the attitude and you know, my own boss here, [SIU] Dorothy Davies when I was asked one time to speak at MAPECW on why we should have varsity sports and scholarships for women. She just said, “Now that's fine. If you want to do that that's good but you know you're jeopardizing your professional position because most women in our profession don't agree with that.” And I said, “I realize that. I realize that and thank you, and I'm glad it's okay with you if I do it. It's fine with her if I do it.”⁹

And I told the head of my department that I'd been invited to speak and she said, “You're aware that if you speak in support of those you're going to disenfranchise yourself from many of these women in the Association,” because that was really—that was a no-no to some of the older, more established people. But I believed in them so you know I did it. And I felt good about it, got some nice comments, and I'm sure I disturbed some of them but I talked about why there should be athletic scholarships for women. So that was a controversy. And then after (*unintelligible*) presented people discussed the pros and cons, Well do you think so-and-so and why do you—this, that, and the other. And so we answered the questions and had the debate.¹⁰

Karol Kahrs, a long time professional colleague of Charlotte's told a similar story:

...When I was in college doing my degree at Ohio State the first time we played I think it was more industrial league than AAU. We had a team that played and it was really quite good, only thing is we had to play without people knowing we were playing because we weren't supposed to be playing. So that was kind of interesting to keep that undercover, and that fell off the table at one point when it was about midseason. And we had done quite well and we were in the championship bracket side of things to go to the national championship that was going to be held in Las Vegas. So I walked into the office (*laughs*) one morning and one of our faculty members there, Dr. Yost said, “Hey KK how are you recovering from yesterday?” I said, “yesterday?” I said, “I'm fine, nothing wrong with me from yesterday.” I didn't get the significance of the question until the next one came. She said, “You scored fourteen points according to the paper.” I said, “Hmm I didn't know we were in the paper.” She said, “Yeah you've been in the paper now for four weeks and now Dr. Morty would like to see you.” And I

⁹ West, June 12, 2009, 38-40.

¹⁰ West, August 6, 2011, 77-78.

said, "For what?" And she said, "I don't know. She's going to talk to you I think, along with your teammates, but individually in the meantime." Well short story is all of us got called into Margaret's office. And she said, "You know, I understand that you're playing in this basketball league." And I said, "Yessum¹¹ we are." And I thought with eight of us at least she wouldn't get rid of all of us. So she said, "Well you need to know that the National Convention on Physical Education is coming up shortly and when the faculty leaves to go to that the graduate assistants take care of the department and teach all the classes." She said "You remember me ever telling you that?" I said, "I don't but I'm sure you must have." And she said, "Well I believe that the convention time this year crisscrosses with the national championship in Las Vegas." I said, "Oh." She said, "So I would expect that all of you will be here and not there." And I said, "Well Dr. Morty I'm sorry to tell you this but not anything I'm sure that's going to be a surprise to you, we're not playing to lose." She said, "Just remember what I told you." Well, short thing, we played well, we got to the finals. We were in the finals and we were playing Welding, which was the name of a team that we were playing against, and we lost the ballgame at a buzzer in overtime by two points. And I said—After it was over I said, "I was sure looking forward to Las Vegas" but I said, "Thank God we've all still got jobs."¹²

Charlotte, Joan and Karol's experiences were somewhat different than Marian Kneer's from central Illinois, but there were still employment issues to consider!

KNEER: From my point of view, from the time I was in eighth grade I played, as you called it—commercial is the term you're using then? Industrial. There was a gas station by me in Peoria Heights, Illinois. I had found out in the paper they had a softball team and they were having tryouts so I tried out and I made the team. And at the end of that season this Feral Chicks was the state women's softball championship. Their manager happened to see me play and he asked me to come and join the team. So I played with them for about—well through my high school years, and even two years after I graduated from high school. And then I went—I played for Caterpillar Tractor Company, yeah played for Caterpillar Tractor Company. Actually he abandoned his team some place a year or two after I graduated from high school, about 1943 or '44. So I was still playing with Caterpillar even though I was working for him. And then I went to college, and then in the summers I had to get a job that paid me some money because I needed it, so I—but I still played with the team. Then when I started to go to that camp up in Wisconsin which was about 1948, he—I told the team I couldn't play with them in the summer because I was out of town, but when the regional tournament, softball tournaments, were being played in August I'd be back. And so they'd

¹¹ Dr. Kahrs is from Georgia with the southern accent that goes with that birthright. I decided to keep the translations true to the speaker in instances such as this.

¹² Kahrs, May 24, 2011, 13-15.

always have me come back and play with them through the tournaments and I did that. And in 1949 when I had my first teaching job at East Peoria High School and the team won the regionals and we were going to Portland, Oregon to play in the world tournament. And Caterpillar Tractor Company did a marvelous job of supporting sports when they had them. First of all they had—I don't know if you know this, they have their own stadium. They have their own stadium right there by the—where their factories were, lighted. We had wonderful facilities, wonderful separate locker rooms. We had this woman who was always with us and looked after us when we traveled. When we traveled, we traveled in class. And I'm talking in the forties we got something like three or four, five dollars a day that was pin money. I could even save half of that because we didn't need that much money to eat on in those days. And that particular year when we were to go I told the manager, I said, No, I said, I can't go. I said, It's my first week of teaching and I don't want to miss my first week of teaching. So went to school and the principal called me in one morning. He said, Miss Kneer I understand the softball team's going to the world tournament in Portland? I said, Yes sir, but I told them I wasn't going. Looked at me and he said, Caterpillar Tractor Company pays one-third of our taxes and the president called me and you and I don't have a choice, you have to go. And then he looked at me very sternly and he said, and don't put either one of us in that position again, which I knew was that's the end of my competition days. (laughter) That team took us out there. We had a special car from the union. Air travel was just starting. A special car in the back of the Union Pacific Train that took us to Portland. And when we lost in the semifinals, they flew me back to Midway Airport and arranged for transportation so I could get back to work as fast as possible.

BARTGES: That's outstanding.

KNEER: Yeah, I thought you'd be interested in some of the kind of support that was happening. When I played at Caterpillar—When I played at Tom Connor Field, which is the name of that field, it would hold about ten thousand people. On weekends, they had a men's team, and on weekends we alternated—one Saturday they played the seven o'clock game and we played the nine o'clock game and Sunday we'd flip it and then we'd flip that if we—next time we were home. When the women played the bleachers were loaded. Half the crowd didn't come when the men played, but we really—I was very used to having big audiences when I played.¹³

One of the skills we see Charlotte display above is through the telling of a self-story during one of our interviews on her Industrial League basketball in Greensboro, NC experience while a student at the University of North Carolina at Greensboro. Her ability to reason based on fairness and her willingness to negotiate with people in positions of power demonstrated confidence and leadership beyond her years. I believe that these

¹³ Kneer, October 24, 2004, 4-8.

traits would help Charlotte become one of the most effective and influential leaders in the many organizations to which she contributed over her forty-year professional career in physical education and athletic administration. Early on Charlotte's teachers and mentors modeled the fairness and negotiation skills that would characterize Charlotte's leadership style.

From the beginning, Charlotte West was one of the most frank people I have interviewed; it was clear that she experienced both the joys and the disappointments of limited opportunities as an athlete. As a young high school student being asked to play with older women in industrial league basketball as well as some level of competition at the high school level, led to inevitable disappointment when faced with the constraints of her freshman collegiate experience with sport were as she said,

They had pretty much zero for women, [in terms of intercollegiate competition] and—I played intramurals. And there was pretty good competition. It was—I played for my sorority and then they had a higher level of competition, which was a lot of fun at FSU, which was called Odd/Even. So if you were going to graduate in 1954 like I did I was an even. So I came in as being an even. And that's—a lot of the majors played that and some others but mostly the majors. And we always ended up with some really good competition that way.¹⁴

She made the best of the athletic experience afforded her while attending Florida State but the memories and drive for a more skilled, competitive setting would stay with her and would motivate her to push for progress in making opportunities available for women when she began teaching and coaching. She was not just a part of it, Charlotte West was one of a group of women educators and politicians who were the epicenter of this change, some of them at the risk or cost of their very passion for athletic opportunity and livelihood.

¹⁴ West, March 13, 2005, 34.

In addition to the divide between women physical education leaders who valued recreational play over competitive organized sports, there was a schism between male and female physical educators when it came to access, resources, management style and attitudes about sport. Yet the ideological wars within the ranks of female physical educators were worse. An even more gaping divide within the ranks between the foremothers going back to the 1920s and 30s over elevating highly skilled athletes towards intercollegiate competition which was dormant for successive generations of educators until a wave of physical education feminists survived the decades long hibernation and took the wheel, forever changing the athletic opportunities made available to (white) women in America through our college and university system.¹⁵ It would be another decade before this change enveloped the system of historically black colleges and universities (HBCU) in this country.

When Charlotte graduated from Florida State in 1954, she had a rather predictable start to her employment out of college. As we learned earlier, her beloved father died unexpectedly in the spring of her senior year at FSU which played a part in her accepting a teaching job at the secondary education level, returning to St. Petersburg where her mother lived to help her out during this unexpected period of mourning. Charlotte said, “I lived with my mother a couple years when I first started teaching because my father

¹⁵ See June Kennard, “History of Physical Education,” *Signs* 2, no. 4 (Summer 1977). University of Chicago Press, 835-842. JSTOR, accessed January 17, 2013, https://docs.google.com/viewer?a=v&pid=gmail&attid=0.1&thid=13c4a080dfbebbb1&mt=application/pdf&url=https://mail.google.com/mail/?ui%3D2%26ik%3D62c8f13bbd%26view%3Datt%26th%3D13c4a080dfbebbb1%26attid%3D0.1%26disp%3Dsafe%26zw&sig=AHIEtbQm_o4EwrEl4cm1lDxIHvzOAaKSpQ. There is a great deal of literature on this topic partially because female physical educators (a commonly used term/phrase used to differentiate the female field from that of male physical education which was frequently focused on training young men for military service, good citizenship and competition) have a more than century long history which has been well documented, and show cased as an academic field and career path which was acceptable for young women to enter. Giants of the field include Margaret H'Doubler, Dudley Sargent, Mary Hemenway, Adele Parot, Mabel Lee, Delphine Hanna, Clelia Duel Mosher, Mary C. Coleman, Margaret Bell, Ethel Parrin, J. Anna Norris, Agnes Wayman, Blanche Trilling, and Gladys Palmer.

had died and I felt like I should go back there and be with her.”¹⁶ She taught at a new, state-of-the-art high school built in the booming post-war St. Petersburg economy, Boca Ciega. Suddenly her former high school teachers were now her colleagues, which she described as, “kinda fun.”¹⁷ This period, which Joan Hult referred to as the “Age of Transition and Transformation in Women’s Athletics, 1950-1968”¹⁸ at the national level in the United States was certainly that flavor for Charlotte too. Charlotte was the living, breathing poster girl for change in attitudes about athletics at this time. She was still playing industrial league basketball for R. H. Hall and as a part of her professional duties she was coaching at the high school level, facilitating competitive opportunities for a whole new generation of young women.¹⁹ Listening to Charlotte, evaluating the social and cultural factors pushing from within her chosen career field for change, and reading the literature for that era, it would not have been surprising to me if I knew Char in the mid-1950s to learn she had decided to return to the pursuit of her education for a graduate degree with the goal of teaching at the collegiate level. She did all this and much, much more. Like most of her experiences have thus far shown us, Charlotte was very deliberate in making her determination about where to pursue her master’s degree. She had graduated from one of the biggest physical education programs for women in the region, which comes with a built in set of connections; she had also been connected to other professional women educators through industrial league basketball and softball

¹⁶ West, August 6, 2011, 44.

¹⁷ West, March 13, 2005, 38.

¹⁸ Hult, “NAGWS and AIAW” 24.

¹⁹ I tend to think of competitive generations as every four years. High school is typically a four-year process and traditionally college has been four years too. I recognize under our current systems and financial exigencies for young people students rarely complete college in four years now but the NCAA only grants four years of athletic eligibility without special petitions so this is how I look generationally at change and the impact felt by students when it comes to athletics.

since she was a sophomore in high school. Based on my own personal experiences of a similar kind (albeit thirty years later), the connections made through those two groups (physical education programs and industrial league sports teams) would have generated a great deal of information and potentially influence Charlotte's decisions. Charlotte explains:

Well you know, when I graduated from Florida State and then taught two years I started really doing my homework about where do I want to get my master's. And so many people—You know, it's one of those things that it's good and people go there and get a great education and then they spread the word and it keeps growing. So I would ask my ex-professors at Florida State and other people that I knew where is a good place to go. And the school, UNCG kept coming up, you know. And Texas Woman's was another place at that time. And so at the national convention I sat down and visited with Ethel Martus who was chair of UNCG and Duncan—Dugan—forget her name. I certainly shouldn't, outstanding woman that was head of TWU and she was very, very pro-dance. And I had thought about just going into dance. And probably TWU had a little stronger dance program than Greensboro. And I weighed that but I liked Ethel Martus so much and I was able to get an academic scholarship there so I—I was too late when I decided to go to Greensboro to get a graduate assistantship but it really turned out better for me to get an academic scholarship, had to take more classes and I got through in a hurry. So I went there.²⁰

Charlotte would not be friendless at UNC Greensboro as JoAnn Thorpe, fellow Florida State alum and friend was already there and she would meet many other future leaders of great influence during and after her time on Minerva's campus. The influence of UNC Greensboro faculty and alumna should not be underestimated in the culture and intellectual wars involving athletic competition.

Charlotte finished her degree at the University of North Carolina Greensboro in a year. As the recipient of an academic scholarship for graduate students, the Mary Channing Coleman award enabled her to focus on her schoolwork. She graduated from UNCG in 1957 with her master's degree in physical education and dance. She turned

²⁰ West, June 12, 2009, 37-38.

twenty-five that September.²¹ She had the world at her feet and would soon make a decision that would guide her life for the next fifty years and counting.

One of the consistent elements I encountered during my work to create the Lincoln Library oral history collection and as I began to focus more specifically on Charlotte was the clearly evident presence of influential people at certain points in her life. Charlotte's absolute faith and trust in listening to advice or counsel given by these people was for me an indicator of her personal fortitude and belief that she in fact did not know it all. The people were primarily women but certainly not exclusively female. At critical junctures of her professional career, Charlotte had the confidence to ask and then to act on advice that would impact her for years to come. The time period of her impending graduation from UNCG and the search for gainful employment was one of those seminal moments in her life.

When her father died prematurely in March of 1954 Charlotte did what the "Good Daughter" would do when she graduated from Florida State that June. She went home to St. Petersburg, lived with her mother, helped out, saved some money and planned for the future. When she went to graduate school, she left her mother, but not so far that she could not get home if necessary. Both schools she narrowed her decision down to were historically women's colleges, both offered money for scholarships or assistantships, but at the end of the day, one of the primary factors to consider was that Greensboro, N.C. was much closer than Denton, Texas and Texas Women's University. Certainly other factors were important and that factor—Ethel Martus—played one of the important roles in getting Charlotte employed.

²¹ Appendix A, 1.

During our interview on June 12, 2009 Charlotte talked about how she came to her decision when it came time to accept a job out of graduate school:

BARTGES: You mentioned your department chair as being—when you were looking for jobs and how she had a connection to Southern and then a conversation about that. Who was that department chair at UNCG?

WEST: Ethel Martus.

WEST: Martus, M-A-R-T-U-S, quite an outstanding woman. And she just said, “You know, every young professional needs to get out of their region, and everybody should work some in the Midwest and all these kinds of things.” And it was funny because I came up here and I wasn't the least bit impressed, and drove out and said, “Goodbye Carbondale.” Well Dorothy Davies who this Davies Gym (the old P.E. gymnasium at SIU) is named after decided that I definitely should be here and she—I knew she would call and going to offer me the job so I left my dorm room, and somebody there had told her they thought that I'd gone to the Student Union and she had me paged!

WEST: So anyway Ethel Martus said, “You take the job. I think you'll like it and if you don't I'll put you anywhere you want to go.” And she had the power to do that. And I said, “Okay I'll go for a year.” Forty-two years later I'm still here. [laughs]

BARTGES: Was she on your thesis committee?

WEST: No, not at all, um-um, pure administrator. My thesis chair was Gail Hennis who—her specialty was measurement. And trying to think who else was on there, but she was the driving force—probably Rosemary Medi. I think the two of them were on it.

BARTGES: You said that Ethel had a connection or thought that people should be—spend some time in the Midwest. Was she from this area? There was a connection to Southern, somebody she knew here?

WEST: No. I mean, she knew Dorothy Davies professionally but not well.²²

It is no surprise to hear a story such as this. Connections are something most of us have, and take advantage of when it comes time to make important decisions. Charlotte knew at least one other person in the department at Southern Illinois University, her long-time friend from Florida, Jo Anne Thorpe, who had been hired the year before.

To this day, Charlotte freely admits that her intent upon accepting a lecture position at SIU was to put in a year and then call in the promise of Ethel Martus and pick a more suitable spot from which to launch her professional career in academia. Southern

²² West, June 12, 2009, 15-16.

was worth a try though and while her department chair Dorothy Davies was not necessarily a standard bearer for intercollegiate sports for woman, Charlotte describes her to this day as supportive:

WEST: I can remember even at Southern Illinois the head of the department when I was speaking about more competition and why we needed it. And she said, "Now you know you're going to disenfranchise yourself among some of these professional women. If you choose to leave here and move on you'll have a label of this advocate for this varsity competition," which they found so distasteful.

BARTGES: But it wasn't to her? She was supportive of your—

WEST: Yes, she was supportive. Dorothy Davies, gymnasium at Southern Illinois is named after her. She was a little conservative because she was from that era, but she loved the sports days, she thought they were a healthy avenue for young women, and she always wanted us to do well. She was pleased when we'd do well, so she had that competitive spirit. And I know that because I golf with her plenty.

BARTGES: Do you feel a lot of those women squelched their competitive spirit?

WEST: Yes, I do.

BARTGES: Because it was unacceptable?

WEST: Yeah, that's right. That's right. I think without question that they thought, Well we don't want to get too carried away with this. This isn't a good thing, because they'd been taught it wasn't a good thing. We had to step up to the plate and say, No it's time to give women a chance, it is a good thing and it fulfills a need.

BARTGES: As an educator, you and Marian (Kneer) and Laurie Ramsey and Jill Hutchison, people that I've—some of the people I've interviewed were active at the college level. Do you think that's one of your greatest contributions is that you were able to have extramurals for a larger number of girls and train them, young women, to send them out and that that would be an impetus for the evolution of sport in the states?

WEST: You said that well. I do, because they have a wonderful experience. And that hunger that they had for having had a great experience—And you know in life you get a taste of something and it's good you want more. And it was a wonderful experience. I look back in the late sixties and we had the extramurals.²³

Throughout this dissertation I have emphasized that there were particular types of sport, athletic experience available to young women during this period. For the purposes of this work the period includes from about 1946 through 1990. This is a huge period of

²³ West, March 13, 2005, 81-84.

change for women and high school girls interested and searching for an outlet for high level competition. We have already heard the terms Sports Days, Extramurals, Play Days, and Postal Tournaments from a variety of women; such labels signified the non-competitive nature of the particular gatherings. The culture was so deep that the delivery of the philosophical party line was also included in the variety of annual sport guides, which evolved over the years until they became extinct due to the subversion of a series of female organizations by the male-dominated NCAA in 1982.²⁴ The reader of these guides is not left wondering what the mission or vision of DGWS or NAGWS was at any given point. A selected random sampling of annual Basketball Guides from 1959-1960 to 1976-1977 shows the following.

In 1959-1960, there were Guides published for ten sports by the DGWS of AAHPER organization. Contents included brief descriptions of “Standards in Sports for Girls and Women,” listings of executive council, sports guides, and official rules committee members as well as State chairman. One section of the Guides included articles from thirteen authors ranging from titles “Let’s Teach Coaching” to “Basketball Audio-Visual Aids.” Sections follow the Articles section on Officiating and Standards and Rules.²⁵

²⁴ The extant literature surrounding the corporate takeover of the AIAW by the NCAA is lengthy and emotional as one might expect. Analysis if any, from the dissertations cited in this work from Virginia Hunt (1976), Kristen Burns (1987), Ying Wushanley (1994), Suzanne Willey (1996), and Amy Wilson (2013) to name a few, have tried to stay focused on the over-all structure of the AIAW and the NCAA and Charlotte West’s role in the organizations.

²⁵ Irma Schalk, ed., *Basketball Guide for Girls and Women with Official Rules and Standards. September 1959-September 1960* (Washington, DC: American Association for Health, Physical Education and Recreation, 1959), 160. This was a good place to start for me as I was born in January 1960 and the progression is easy to track in these Guides. Also, many of the earlier Guides have been weeded from libraries and personal collections of people like Charlotte West. Charlotte also shows up in the 1960 Guide as the Chairman of the Southern Illinois Board of Women Officials and the Basketball Chairman with official’s ratings in basketball, swimming, tennis and softball.

According to the Guides, the DGWS was a “service organization” with a purpose to,

promote desirable sports programs for all girls and women by formulating and publicizing guiding principles and standards for the administrator, leader, official, and player. Publishing and interpreting rules governing sports for girls and women, disseminating accurate information on the conduct of girls and women’s sports and stimulating and evaluating research in the field of girls and women’s sports.²⁶

All of this would be accomplished through watchful dedication to the Platform of the Division of Girls and Women’s Sports which contained five pillars in 1959-60. The pillars include a statement of purpose espousing the endorsement of

“Sound, wholesome sports programs for girls and women under trained leadership in schools, colleges, and recreational groups. Sports programs for girls and women should be promoted to the extent that the outcomes are in the best interests of the individual and of our American way of life. Girls and women were to be given opportunities to participate in a wide variety of sports, individual and team, which are based on the needs and interests of the participants. Sports programs gave opportunity to develop interest and ability in activities, which are recreational and have carry-over value (we call these lifetime sports now). Additionally, sports instruction and participation should be made available equally to the unskilled player as well as the skilled player (usually referred to as a sport for every girl and every girl in a sport). Adequate safeguards were to be furnished to protect the health and welfare of the players and finally, the leadership would provide and maintained standards conducive to social and spiritual growth as well as physical safety and well-being.”²⁷

The benefit of hindsight, from both parties, narrator and interviewer, lends itself to a number of emotions but in this instance one of the amazing things to me was that during the course of the interviews on the history of girls high school basketball in Illinois, was the response from interviewees to a question on how quickly Illinois added

²⁶ Schalk, 5.

²⁷ Schalk, 5.

girls sport opportunities after Title IX was passed in 1972. Charlotte put it most succinctly,

It was a tremendous catalyst. And it remains that way today because we've made great advances but we certainly are not in an equitable situation today. And a lot of times when change is needed, ah, it's not because it's the moral thing to do, it's because you have to do it and early on it was **very begrudgingly** [emphasis added to reflect emotion and tone from the original audio] done²⁸... Oh, I, I thought we were just dragging our feet. And that people were not responding to the needs of women...absent Title IX, we'd probably seen Illinois being 1980 before they'd do anything because I don't think there was the Ferber [sic], the desire, the commitment, the philosophy anything with the federation... And those are strong statements but I believe that very strongly. ...There was so much resistance, so much resistance and you know, some people that were the resisters, when change occurred and it wasn't, you know, "the sky is falling", would like to say they were leaders and making the change. They, they weren't leaders; they were pushed to make the change.²⁹

These comments were made in 2005; Title IX was passed in 1972, thirty-three years earlier. The rulebooks reviewed are primarily from the 1960s and yet my first year in high school, 1974, was only the second year for organized basketball, volleyball, tennis and swimming. Softball would not come to Hinsdale South High School until the spring of 1977. What happened with the national leadership during the preceding seventeen years? Did the focus stay narrowly tailored at the college level? As I mentioned in Chapter One, an important consideration is the historiography of the DGWS and other governing body rulebooks. It was not until 1964 when a "milestone" is noted in the Selected Basketball Articles booklet published by DGWS. "The year 1964 marks a milestone in the history of women's basketball in the United States because, for the first

²⁸ Katherine Borland, "That's Not What I Said" in *The Oral History Reader*, eds. Robert Perks and Alistair Thomson (New York: Routledge, 2005), 320-332 for a discussion on the negotiation and interpretation of interviewing.

²⁹ West, March 13, 2005, 99-100, 108.

time, the major groups concerned with this sport will be using a unified set of rules.”³⁰ In an interesting coincidence, Charlotte West has an article in this *1964 Selected Basketball Articles* edition focusing on the “Fast Break” aspect of the game.³¹ The casual and/or uninformed reader of these guides today would not really be able to discern the fact that the game in question is not the now common five-on-five player game but rather six-on-six, (some refer to this as three-on-three considering only one half of the court of play but at this point in time the use of Rovers had begun to infiltrate the women’s game, (in the United States), which was one of the ways that the game was controlled, monitored and manipulated in order to prevent the abuse of female athletes in highly competitive venues.

From a feminist perspective, deconstructing the pillars mentioned above regarding the control of girls and women’s’ play, it seems pretty obvious that, in sport as in the rest of the hegemonic history surrounding women’s bodies, the corporeal body is a constant focal point of the governing bodies of both female and to some extent male athletes. The question is “How is power exercised and what, as a result, actually occurs? Power from a Foucauldian perspective refers to relations between people.”³² Considering the extent, confusion and minutia used to control women interested in movement, play and competition over the preceding decades, the focus on men was how to succeed and broaden a great democratic experiment (for elite male students) I would say the pillars;

³⁰ Cal Papatsos, ed., *Selected Basketball Articles, 1956-1964* (Washington, DC: American Association for Health, Physical Education and Recreation, 1959), 4.

³¹ Charlotte West, in *Selected Basketball Articles*, ed. Cal Papatsos (Washington, DC: AAHPER, Sports Articles Reprint Series, 1964), 93-96.

³² See Pirkko Markula and Richard Pringle, *Foucault, Sport and Exercise: Power, Knowledge and Transforming the Self* (New York: Routledge 2006), 35.

(even though they were determined by women for women), were a response of the Pioneers and Agents of Change to wrestle control towards self-determination through the codification of rules, something tangible in black and white, of their future. Sociologists John Hockey and Jacquelyn Collinson pose the question, where is the literature or lived experience of “embodied analysis of the body in sport?”³³ If “It is movements that trigger sensory activity that the consciousness in turn experiences as feelings,”³⁴ then I ask, what greater control can be exercised over a body than to limit movement and thereby the sensory activity that become feelings? Charlotte says it quite simply and eloquently:

You were asking me my enjoyment of sport and I said, Oh I'm very competitive and I like to move and, you know, I did a lot of dance. You're probably aware of that. I took dance lessons from when I was probably eight or nine, and I took ballet and tap. I loved it, just absolutely loved it. And did toe tap. And I taught tap dancing here. I loved tap dancing. So it was the movement as well as the competition.³⁵

Owning the rules of basketball helped ease women interested in highly skilled sporting opportunities involving movement into position for significant change by changing the power dynamic. The future would turn this against the same woman but for now, starting in 1964, moving towards the 70s a change had occurred in the social order among female physical educators. However in order for real, tangible transformation to be achieved other pieces of the puzzle-required intervention.

³³ John Hockey and Jacquelyn Allen Collinson, “Grasping the Phenomenology of Sporting Bodies,” *International Review for the Sociology of Sport* 42, no. 2 (Los Angeles: Sage, 2007), 115.

³⁴ Hockey and Collison, 119.

³⁵ West, 2011, 32. See also Martha H. Verbrugge, *Active Bodies: A History of Women's Physical Education in the Twentieth-Century America* (New York: Oxford University Press, 2012), 176.

Chapter 5

Professional Identity, Orgs, Trials

As mentioned in my theory and methods chapter, my intellectual background is U.S. History. My bachelors' and master's degrees are from conventional history departments mostly populated with traditional historians. I was not always a history major as an undergraduate at Iowa State University. I started out in fisheries and wildlife biology with an eye towards veterinary medicine. The best things about that academic track for me were many of the readings. One of my favorites came back to me as I read an article written by Norm Denzin on "The reflexive interview and a performative social science". Norm's premise of a "Utopian project" for the essay blended into a quote from Aldo Leopold whom I would venture to say is a kindred eastern Iowa sage for Norm, the fellow Iowa native and different genre of naturalist.

Denzin uses a quote from Leopold's work involving land ownership from the perspective of an American Indian: "We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect. We do not own the land; the land is a community to which we belong. Norm suggests substitution of the words interview and research for the word land".¹ This led me to think of land as a gendered identity and how this identity is very similar to the condition of women in many places around the world. The next step was to follow Norm's advice, only I used the words gender identity to replace land and this is what I came up with: We abuse gender identity because we regard it as a commodity belonging to Others. When we see gender identity as a community to which

¹ Norman K. Denzin, "The Reflexive Interview and a Performative Social Science," *Qualitative Research* 1, no. 1 (2001): 24.

we belong, we may begin to view it with love and respect. We do not own gender identity; our gendered identity is a community to which we belong. We devalue gender expression and gender identity because we regard them as a trait belonging to Others. When we see (accept) gender identity as something innate in all of us, we will bring democracy to sexuality the way qualitative inquiry and research has democratized the social sciences.

This matters in my research because of the sheer magnitude and quantity of performativity necessary as a result of sexual stereotypes for women who have engaged in all matters physical in the arena of education, sport, recreation, and athletics. “Gender is performative. If gender is always doing”² as Judith Butler says, then the rearranged Leopold statement from Chapter 1 is correct. There is so much terrain to cover when it comes to gender, identity, sexuality, phobia, feminism, higher education and sport that discussion of the material would take up many dissertations. Yet I believe that the tension in sport or athletics with these phobias, topics, and identities is very simply summed up: as stifling, deafening, oppressive and frightening. There has been, is and I predict will be into the future, a shadow society, a duality for many women and some men whose professional, recreational and personal world intersect outside their biological birth sex, sexuality or sexual identity. Research in the field of sport and sexuality exploded in the 80s and 90s, actually becoming chic. Such public discussion was a dramatic change for those who denied their interests, intellectual/academic knowledge and integrity; the word on the street was that an untenured faculty member, especially female, researched and wrote about sexual identity or LGBTQ topics at their own peril. The not so subtle message was that, if you wrote on these taboo topics, you would not be

² Denzin, “The Reflexive Interview,” 26.

awarded tenure, becoming an eternal itinerant scholar or worse, an independent scholar without an institutional anchor. Therefore, legitimate or grounded research on gay or lesbian athletes by academic professionals involved in sport is extremely scarce in the early and middle part of the 20th century, and that work that does exist is not very credible. For example one work, “Nothing Else Matters but Sex: Cold War Narratives of Deviance and the Search for Lesbian Teachers in Florida, 1959-1963, recounts a mixture of political and old school gossip.”³ This article, highlighting a specific report to the Florida legislature, gave me new insight into a mindset with a McCarthyist lens, which must have scared the bejeebers out of a huge group of professional female educators. Mind you, I am not casting stones at female educators, I am simply speaking about a segment of society that was heavily female because prior to Title IX (before the 1970s) there were at that time limited professional opportunities for bright, goal oriented women who desired a profession other than house frau and mother.⁴

During the course of the interviews I conducted that ultimately led to the journey that is my PhD program and this dissertation, I identified three distinct groups that emerged generationally. Phebe Scott, Marian Kneer, Mildred Barnes were part of the “Discontent Group.” Charlotte West, Christine Grant, Carol Oglesby, Karol Kahrs, Laurie Mabry, Lori Ramsey, became the modern “Trailblazers Group” and the Jill Hutchinson, Pat Summitt, Rene Portland, Billie Moore, Holly Warlick, Gail Marquis, Cindy Scott of the player and then coaching world are the “Change Agents” group. Among the “Trailblazers Group,” one of the things that struck me is the response to a

³ Stacy Braukman, “‘Nothing Else Matters but Sex’: Cold War Narratives of Deviance and the Search for Lesbian Teachers in Florida, 1959-1963,” *Feminist Studies* 27, no. 3 (2001): 553-575.

⁴ Title IX and Charlotte’s integral involvement with the law will be addressed later in this chapter.

simple question, “What is your first clear memory?”⁵ The most common answer was something, someone, or a specific event associated with World War II. This becomes significant when considering so many changes that occurred during or after WWII, especially as they related to women. The need for and subsequent increased numbers of women in the workforce during the war as well as the increasingly greater accessibility for young women to go to college is well documented.⁶

For the purpose of my work, the focus on these women and especially Charlotte West becomes more important ten, twenty and thirty years after the end of World War II when they experienced both repression and gained a taste of independence and power through their professional connections and organizations. Several of these organizations are well documented and date back to the late 19th and early 20th century. The influence of these organizations should not be under estimated and is well documented over long periods of time but summery mention is well worth the effort and recognition for this work.⁷ The mission and composition of the Association for the Advancement of Physical Education (AAPE) founded in 1885 was certainly much different than the recently renamed Society of Health and Physical Educators (SHAPE) announced in a press release

⁵ This was a question I asked during interviews or during subsequent conversations with this group of people. Because my original interviews were predicated on a different type of research, it was not until I moved into this dissertation that I started asking this question with a different intent. The question landed squarely on the signature, worldwide event that would of course have been most important in the memory of this age group.

⁶ Anne Hill and June E. O'Neill, "A Study of Intercohort Change in Women's Work Patterns and Earnings." Department of Labor Statistics, Office of Survey Methods Research. December 1990.
<http://www.bls.gov/osmr/abstract/nl/nl900040.htm>

⁷ Readers can begin with the list of organizations in Appendix D. Students of Kinesiology or Physical Education would certainly know that organization within the field is well over a hundred and twenty-five years old. However, I doubt the general public would recognize the respectability the field held for women professionally and their desire to elevate the field to high standards and importance within the democratic curriculums of the times.

on December 5, 2013.⁸ During the one hundred and twenty-eight year history of the organization, counting the most recent change, six separate times the organization changed its name as points of emphasis were added (e.g., the name was at one time The American Association for Health, Physical Education, Recreation and Dance or AAHPERD for short).⁹

When women joined these organizations, they gained elementary and progressively more sophisticated nuances and experiences in how organizations work; the structure, politics, power, policies and intellectual life of large, national organizations held many lessons. For some, there was also the allure of new power that they now had, and could use to make change. When assessing the value or effectiveness of these organizations keep in mind that in 1960, women in the United States had only had the right of Suffrage for about forty years.¹⁰ Additionally, the content of most of their academic degrees was Physical Education or something closely related (Charlotte's Ph.D. is in Measurement which dovetailed into her research interests linked to math and

⁸ "AAHPERD Becomes SHAPE America," accessed January 4, 2014, <http://www.aahperd.org/pressroom/aahperd-becomes-shape-america.cfm>.

⁹ "Mission and Vision Statements," accessed January 4, 2014, <http://www.aahperd.org/about/mission.cfm>. The mission of the organization from the beginning was to influence the proliferation of physical activity in the school systems of America. Most important was to convince schools to add physical education to the curriculum. This in turn would serve to make the youth of America, boys and girls, evolve into stronger men and women. A tangible benefit of that evolution would most certainly be men who were more prepared for military service at a younger age and women who would be healthier and more ready for the physical challenges of childbirth and rearing of the next generation of Americans. See G. C. Roberts in "Rise of European Nationalism and Its Effect on the Pattern of Physical Education and Sport," *History of Sport and Physical Education to 1900*, ed. Earle Zeigler (Champaign: Stipes, 1973), 309-317 and Ann Chisholm, "Nineteenth-Century Gymnastics for U.S. Women and Incorporations of Buoyancy: Contouring Femininity Shaping Sex, and Regulating Middle Class Consumption," *Women's History*, 20 (Fall 2008): 84-112.

¹⁰ Three classics of Suffrage literature worth reading are, Ellen Carol Dubois, *Feminism and Suffrage: The Emergence of an Independent Women's Movement in America, 1848-1869* (Ithaca: Cornell University Press, 1978); Eleanor Flexner, *Century of Struggle: The Woman's Rights Movement in the United States*, rev. ed. (Cambridge: Belknap Press of Harvard University Press, 1959, 1975); Aileen S. Kraditor, *The Ideas of the Woman Suffrage Movement, 1890-1920* (New York: Columbia University Press, 1965).

physical movement.)¹¹ Degrees in Organizational Psychology, Behavioral Psychology, Educational Leadership or Management do not exist.

Within the primary or parent organizations that would spawn the AIAW, there was a synergy of social, political, personal, philosophical, intellectual and historical factors which would eventually determine what, when, who, why, and for how long the AIAW would function (and influence) the growth of women's sports at all levels of the collegiate experience. Nowhere does the personal, historical, and political triad of Denzinian ethnography and performance work better in interpreting something than with using the triad to analyze relationships of power and influence among the leadership of the AAPHER, NAGWS, DGWS and the AIAW. Charlotte West was a player, albeit a gentile one, in those relationships. She still is as evidenced just a year ago during the Women's Basketball Final Four in New Orleans.¹²

A caveat is in order at this point of the chapter. When I began my history of Illinois girls' basketball in 2004, I never envisioned where it would go or where I would end up with it other than finishing a long overdue master's degree. I had never conducted oral history interviews nor studied the methodologies of the art. As I began constructing that work, there were specific things I wanted to know and other things I was just interested in because of my own participation in athletics and life experiences. Constructing a cogent set of questions was a very structured exercise for me and if

¹¹ See Appendix A. While the degree is from a physical education department (WI) when asked about her doctorate in 2005, she immediately responded that it was in Measurement, which makes sense when you look at the titles of her publications and other scholarly work.

¹² The NCAA has consistently ignored any recognition of the AIAW leadership and omitted any mention of athletic records from the AIAW period. Last year this changed. At halftime of the Championship game, ten or twelve pioneers of the game and the AIAW were recognized, including Charlotte West. I have been going to the Women's Division I Final Four in basketball since 1985 and have never witnessed even the acknowledgement the AIAW existed let alone honoring the most impressive group of leaders I have ever seen on the same court at the same time. #LongOverDue

anyone were to listen to the entire collection they would hear how my style and approach became more confident and less rigid as time went on, and as I was exposed to new methods and theories of interpretation. An interesting consideration, one that I was not aware of at the time, is that Charlotte West has lived through six of the seven “complex historical periods” that Norm (Denzin) discusses as relevant to current qualitative research and history. At eighty-two, Charlotte is still living and looking forward to extended time in the future.¹³ I managed to stay true to the original set of questions conducted with my participants in Illinois in relation to girl’s high school basketball in spite of my then lack of applied practical knowledge.

From the beginning, based on my own personal journey coming out, the perceived age of many of the interviewees (I never asked them what year they were born. That would have been unladylike. Instead, I asked them what year they graduated from high school [only one participant wanted to know why I asked high school graduation year]) and then placed them in an age category; for right or wrong, I made judgments. For example, on marital status. I well knew the homophobia and bias I had experienced over twenty-six years as a player and a coach at all levels of athletics, so with advice from other scholars and quite frankly fear, I knew in my heart that if I asked many of these women if they were married one of several things would happen. If they were like me they would be offended and probably suspicious of my motivation for asking them this personal detail, (which had nothing to do with their qualifications or knowledge of coaching or playing), or if they were married, they would not mind telling me this status at all. Those would be the two predominant mind-sets in my estimation. There was a third, perhaps less sensitive answer—but nevertheless that some women of this era may

¹³ Denzin, “The Reflexive Interview,” 24-25.

be less inclined to divulge as well—which was that they were divorced. So for the indoctrinated and for those Millennials (born after the year 2000), and beyond who may one day read this and say, “What’s the big deal?” here is the thinking. In this era, having your professional experience confined entirely to a single sex activity, especially a sporting and physical education profession or focus, and to be single, could readily be viewed as a sign you were a Lesbian.¹⁴ The mere perception one was Gay could be enough to end your career, your reputation and in some states your freedom.¹⁵ While many people do not connect their work life to their social life, there is also the possibility that the two become so intertwined they are indistinguishable from each other. These observations are from personal experience and for those who have lived the same life—and fears—you know exactly what I am talking about.¹⁶

By the spring of 2005, through snowballing methodology, I quickly became connected with women at a different level of the game. On March 13, 2005 while on a spring break trip to Sarasota, Florida, I interviewed (on the same day) two of the most important people I would encounter on my journey that year (there would be a third person, Karen Roppa, as well). Those two people were Phebe Scott and Charlotte West. While I had interviewed other women whose primary sphere of influence was beyond the

¹⁴ Cahn, “Coming on Strong.”

¹⁵ See Braukman, “Nothing Else Matters”; Susan Cahn, “Coaches Competition and Closets: The Emergence of Homophobia in Women’s Physical Education” in *Women, Sport, and Culture* ed. Susan Birrell and Cheryl L. Cole (Champaign: Human Kinetics, 1994), 327-339.

¹⁶ Ellen Dugan, “Profile: AIAW President Charlotte West,” *Coaching Women’s Athletics* 4, no. 2 (1978): 10-12.

high school sporting experience these two were noticeably different for a variety of reasons. From this point my life changed and so did my research.¹⁷

Both Scott and West were of the same generation, about ten years in age difference. Scott graduated from high school in Fort Collins, Colorado in 1940.¹⁸ West graduated from high school in St. Petersburg, Florida in 1950.¹⁹ Scott participated in Play Days in field hockey, basketball and softball while Charlotte's interscholastic experiences including travel with high school teams in volleyball, basketball, softball and swimming provided her with a completely different experience. While still in the same chronological generation they were two and a half generations different in their sporting experience.²⁰ It was a significant difference in how they experienced sport and this is readily evident in the transcripts and audio recordings of each.²¹

BARTGES: Did you play sports in high school?

SCOTT: As much as I was allowed.

BARTGES: What were you allowed?

SCOTT: Play days.

BARTGES: Would you describe your experience in a play day?

SCOTT: Well a play day (*laugh*) was when you had several schools who were playing a particular sport and you went to that school, host school. You were

¹⁷ I want to take this opportunity to note Dr. Phebe Scott's patience with me. Not only was I a neophyte in physical education/kinesiology organizations, I had trouble finding her house and was late. She was most gracious, warm and welcoming to me, putting me at ease for which I am eternally grateful. Phebe died on August, 19, 2012 a month before her eighty-ninth birthday ("Phebe Scott Obituary," *Pantagraph*, accessed on January 24 2014, http://www.pantagraph.com/news/local/obituaries/phebe-scott/article_f7663f5e-20aa-11e2-a43d-001a4bcf887a.html).

¹⁸ C. Scott, 2005, 11.

¹⁹ West, 2005, 16.

²⁰ Looking at high school and at times if the clock is not manipulated, college athletics four years is a generation by my definition. The amount of time it takes an incoming freshman, on average, to complete their course of education. See also Suzanne Willey dissertation, 1997, p 120.

²¹ Oral History Collection, <http://www2.illinois.gov/ALPLM/LIBRARY/COLLECTIONS/ORALHISTORY/Pages/default.aspx>; Phebe Scott <http://www2.illinois.gov/alplm/library/collections/oralhistory/girlsbasketball/Pages/ScottPhoebe.aspx>; Charlotte West interviews will be release on the same site once this dissertation is released. Some of my conversations with Charlotte on this topic are already in the text of this document (the story of tryouts and her sister Dorothy for example. West, 2005, 9).

giving a color, usually, or a number. And so you were playing with people who you didn't know at all, you'd never played with before. And this was the level of competition, so that you had teams that were set up once you got there and you played round robin tournaments.

BARTGES: How did they pick their teams? Was it—they elect captains and you just selected, or was it draw from a hat?

SCOTT: Well, it was—As far as for myself going to one of these play days it was just a sign-up sheet—You want to go or not.

BARTGES: But when you got to the event with the other people, the teams were intermingled then or you stayed with your—

SCOTT: Oh yes.

BARTGES: How did they intermingle those teams?

SCOTT: Well as I say, as you came in the door you were given a color and all the reds were on a team, depending on where they came from. And all the blues were on another team, so forth. It was the way it was selected.

BARTGES: You said you signed up at your school to participate— You just signed up?

SCOTT: Correct. It wasn't a matter of skill or anything of that sort, it was just if you would go. It was a very social event.

BARTGES: Did you have a coach or a chaperone?

SCOTT: Oh no, no. Oh no, we didn't have a coach. We didn't even use the word. It was a teacher.

BARTGES: Okay. Did you ever have class teams, by years in school?

SCOTT: Not until I was in college.²²

Was it any wonder then that on December 28, 1961 Phebe Scott would make an impassioned yet methodical plea for consideration of highly skilled athletes' needs to the DGWS executive board?²³ After talking to her in person my response is no, it was not a surprise at all. This conversation was almost painful for me, as I really could not wrap my brain around the situation she described. The illustrative point here was the need for change recognized by both these women who had completely different experiences. The tone was radically changed by 1976 when Coach Cathy Rush wrote in the introduction of her book, *Women's Basketball*:

Today is an exciting time to be a female athlete. More women are playing more sports on more levels in the 1970s than ever before in our nation's history.

²² West, 2005, 6-11.

²³ Hunt, 294.

Professional leagues are blossoming, college teams are sprouting up in dozens of different sports, and high schools and grade schools are developing more sports programs for women every year—Although women have played basketball since the turn of the century, they have traditionally played a slower, weaker version of the game than their male counterparts. Until about ten years ago, women’s basketball was held back by restrictive rules, limiting the number of dribbles, using six players to a team, and allowing only two players to play full-court. Now all that has changed. Women play by the same rules as men, and with each new season female teams are adopting a more “masculine” style of play. In the past, women relied primarily on grace and finesse; now they are adding strength and aggressiveness to their game.²⁴

At the time, Rush was one of the premier coaches in the game having won back, to back, to back national championships and finishing second in the fourth year. While she did not stay in coaching too much longer, her impact was felt for decades through three former players off the National Championship teams who would go on to tremendously successful coaching careers of their own.²⁵

As the youngster starting her professional career in 1957 at Southern Illinois University, West already enjoyed good mentoring at both Florida State (Anna Geise)²⁶ and UNC Greensboro (Ethal Martus),²⁷ to name a couple. Good mentoring then and now meant encouragement and support to join and be active in professional organizations at state and national levels. Charlotte embraced this fully and was encouraged by her department chair at Southern Dorothy Davies. It did not take long for Charlotte’s interests and future to stand before her. Char relates this snippet,

²⁴ Cathy Rush with Lawrie Mifflin, *Women’s Basketball* (New York: Hawthorn Books, Inc., 1976), vii.

²⁵ Marianne Crawford Stanley would coach at Old Dominion winning three National Championships (two AIAW and one NCAA) before moving on to Penn, USC, and Cal before moving into the professional ranks coaching in the WNBA; Theresa Shank Grentz coached at St. Joe’s, was the first full time basketball coach in the nation at Rutgers, was the 1992 United States Olympic Coach winning a Bronze medal, finishing her storied coaching career at Illinois; and Rene Muth Portland coached at Immaculata, St. Joes, and Penn State.

²⁶ Ibid., 75-76.

²⁷ West, June 12, 2009, 15.

My own boss here, Dorothy Davies when I was asked one time to speak at the Midwest Association for Physical Education of College Women (MAPECW) on why we should have varsity sports and scholarships for women. She just said, “now that's fine. If you want to do that that's good but you know you're jeopardizing your professional position because most women in our profession don't agree with that.” And I said, “I realize that. I realize that and thank you, and I'm glad it's okay with you if I do it. It's fine with her if I do it.”²⁸

Charlotte was also active in the American Alliance for Health, Physical Education (Recreation and Dance) over her career (AAHPER(D). This organization was always in motion in more ways than one not the least of which was its name. This was a huge organization with fifty state branches that helped provide outreach, continuing education, connections and much more to its members. Illinois had a very active chapter of IAHPERD, of which Charlotte was a member. Not surprisingly, the future Association for Intercollegiate Athletics for Women would implement many structural traits from this parent organization.²⁹ Interestingly enough, at one point, the nexus of power between two spheres of influence within the greater physical education profession in America was centered on Carbondale, Illinois with Jo Ann Thorpe leading the DGWS and Charlotte rising in leadership roles in AIAW. Do not misinterpret some generalizations contained herein to indicate that everything between these organizations was all flowers and candy as evidenced in this exchange during an interview with Carole Oglesby:

OGLESBY: If I could just plug a little comment. I don't know what Charlotte's relationship was with Celeste Ulrich. Did you know Celeste or know of Celeste?

BARTGES: I know her name and I know that she had a great deal of power.

OGLESBY: Yeah. She was president of AAHPERD the year that I was GWS president. I think I was—another one of my firsts was that I was the GWS president after my AIAW presidency. And by 1975-'76, which was when, I ran

²⁸ Ibid., 40-41.

²⁹ Hunt, A table was used in Virginia Hunt's groundbreaking 1976 Dissertation showing the relationship of the DGWS executive council to the CIAW, NAPECW, and DGWS Vice Presidents for a starting point. This chart was the “CIAW General Organizational Chart” on p, 68.

for GWS president a lot of people felt like AIAW was the highlight organization and GWS was a step down. And so I think a lot of people thought it was very strange that having been in this kind of "pinnacle of power", the AIAW, that I would then run for GWS president. But I didn't see things quite that way and anyway I wanted to be the GWS president. And it was during the time that I was in the presidency or the president-elect position, I'm not quite sure about that, that AIAW wanted to leave the relationship with AAHPERD, with the alliance. That might have been during the time—I think that—maybe you could clarify that with Charlotte because that might have been around her time of the presidency. But the NCAA was hammering away at the fact that the AIAW people really were not running their own show. Because they were under the alliance umbrella it was technically possible for the alliance to change an AIAW rule. Although I don't think that ever would have happened the NCAA was really exploiting this to the college presidents. And that was one of the primary motivations that Margot being the lawyer was saying—starting to really be strong and got the AIAW people to realize that AIAW needed to sever the technicalities of the relationship with the alliance. And so I was able to advocate for that from inside the alliance-- So I think it was really good that I was the GWS president at that time. But Leroy Walker was the AAHPERD president and he was I think maybe the first African American AAHPERD president. And Celeste was the past president so she was like right on his ear and on his shoulder. And she never forgave any of us that had anything to do with that. And if you look at the *JOPERD* which is the *Journal of Physical Education, Recreation and Dance*—it's kind of a professional journal in the field, just this month just came out, I just read it, has Celeste's obit. And there's a quote in there where she says that the AIAW women brought destruction on themselves by leaving the alliance and that Ross Merrick and Leroy Walker did more for AIAW than any of the AIAW women ever did.

BARTGES: Wow.

OGLESBY: This is a quote. This is attributed to her in the obituary. So I mean I think it's a statement about how raw and how difficult the emotions and the decisions were. And I'm not positive if it were Charlotte but man it seems like it would have been right about the right time.

They were not and for some as mentioned above, it would and still is a schism they have carried to their grave.³⁰

The purpose of mentioning the organizations that Charlotte was actively involved in is to lay the foundation for understanding her rise to power/influence/leadership in the AIAW in the mid 1970s and eventually her integration into the NCAA in the 1980s and beyond. My dissertation comes almost forty years after that of Virginia Hunt who really

³⁰ Oglesby, November 2011, 48-50.

did most of the heavy lifting in her descriptions of the feeder organizations, the people and the interface during the growing pains up until her 1976 dissertation. Hindsight is a much easier place to gaze on these materials than in the heat of the battle.

As Charlotte cut her teeth on regional, and state organizations she learned the nuances of leadership. She already had the strong, innate skills surrounding honesty, fairness, and the importance of rules but her personal and professional development were advanced for her ability to listen, being a really well known “worker bee”, and her intellect.³¹

As Phebe Scott said, “the women were involved in the state association, they were involved, some of them, at the national level, and it was a source of pride to know what was going on and to be a part of it.”³² While Charlotte became and stayed involved at the State level to a certain extent, she was destined to a much larger stage and the worker bee moniker would follow her through her administrative career.

Charlotte’s love of teaching, coaching and her professional advancement pretty much required that she attain a Ph. D in her field in order to be tenured. Like many of her era, she eventually took a sabbatical to achieve the academic goal. Without exception, of the people I have spoken to about Charlotte, her intellect is always one of the first things mentioned as an asset. As noted, she also loved movement, especially dance. Ultimately she chose to pursue her doctorate at the University of Wisconsin in a scientific area of research that was popular at the time called Measurement. Her dissertation, *Estimates of Reliability and Interrelationships Among Components of Selected Projectile Skills* awarded in 1970 sounds exactly like what a scholarly college basketball, softball, golf coach would be interested in. The balancing act that was both of her worlds is still shown

³¹ Rene Portland, February 15, 2009, 42. Private collection of the author.

³² P. Scott, 2005, 95.

in her curriculum vitae (CV) but with a surprising show of either humility or illustrating a disconnect between her two professional lives—one called professor and the other called coach or athletic director.³³ On a ten page CV filled with accomplishments, roles, awards, degrees and various publications she never mentions that she was tenured. Certainly a reader from higher education would assume she was tenured given the evidence of moving up the academic ranks she includes but she omits mention of what for many in the scholarly world is the gateway to academic freedom and liberty.³⁴ I make a point of this because tenure is an important key to the longevity, ability, access and shelter or safety net to many of the influential female leaders in physical education and athletics from this era. A review of the AIAW Presidents shows that all ten of those who served active terms held doctorate degrees. The one exception had been elected to the Presidency but served instead as the final person charged with closing up shop and putting the AIAW out of service (see Appendix F). Charlotte West was fully tenured before she became a giant player on a national stage called AIAW. Tenure, the cloak of invincibility could be used for great freedom and benevolence or great malice and this is still the case.³⁵ What was different during the 1960s through the mid 1980s in terms of women's athletic opportunities was that the protection provided a tremendous swath of women from capricious or predatory removal from positions that had enabled them to become involved in the women's sport movement, the Feminist movement and the

³³ Appendix A.

³⁴ Appendix A.

³⁵ Willey mentions "tenure" on page 45 of her dissertation but the usage of the word is different than I am emphasizing in this dissertation. My contention is the importance of tenure as a tool, not a sign of longevity for the AIAW leaders. Suzanne C. Willey, *The Governance of Women's Intercollegiate Athletics: Association for Intercollegiate Athletics for Women (AIAW) 1976-1982*. Unpublished dissertation, Indiana University, 1996.

promulgation and protection of Title IX which was continually under assault since its signage into law by President Richard Nixon on June 23, 1972.³⁶ This could never happen today from within the ranks of athletics administration or from the coaches because the “educational model”³⁷ of sport is not alive the way it was prior to the passage and long implementation of Title IX (1972) and the effects of the law beginning in the mid-1990s. What it could not protect them from was consolidation of men’s and women’s athletic departments and their jobs in athletic departments.³⁸ Some women, like Charlotte would continue as Senior Women’s Administrators or a lower rank or title of Associate Athletic Director in the now conjoined departments but the majority of women were not afforded this opportunity. Those with tenure returned to their academic homes, and those like Charlotte benefitted from having the option (although Charlotte did not want this option), to return to an academic department when and if they decided to leave athletics.

West: I had good friends that were athletic directors in some colleges, like I had a colleague at U of I one time that didn't have a contract. She had to please the athletic director. And so I found in later years that her actions were not always reflective of her philosophy but the philosophy of the person that she was responsible to report to. So some of us—I think I was fortunate is that I was tenured so I could be more outspoken, because the worst thing they could do to me is send me back (*unintelligible*) physical education professor. And that gave me a security that I wouldn't have in a lot of situations. So some of us were a lot more vocal and pressed more for change than a lot of our female colleagues.

Bartges: Who and what did you press for change?

West: A voice for leadership, designing our own programs. And we went through a period where in Illinois State and Western and Eastern all were department of intercollegiate athletics for women and a department for men. And so you were designing you own program and you were the athletic director. And I found I had a lot of young women that wanted to be athletic directors when that

³⁶ See http://en.wikipedia.org/wiki/Title_IX, accessed February 6, 2014.

³⁷ Hunt, *Governance of Women's Intercollegiate Athletics*, 252-254.

³⁸ Hult, *Century of Women's Basketball*, 240-241.

was the structure of the department. Once you were merged and they saw women only being subservient, there were less women that aspired to that position.

Bartges: You eventually became an athletic director yourself?

I was—After I was director of women's athletics I became the associate director, the second in line during the merger.

Bartges: When did Southern merge?

West: About '86—'85, '86. We were later than a lot of schools. And then when the athletic director left I served as the athletic director for men and women, but it was an interim appointment for a year and then we hired another male.³⁹

Charlotte had participated in the Promised Land for more than a decade so the return to the old model was not a welcome one at first but she was, if nothing else, fair and a pragmatist.

Three years after arriving at Southern Illinois University (Charlotte stated in one of her interviews, “I came up here and I wasn't the least bit impressed, and drove out and said, Goodbye Carbondale. Well, Ethel Martus said, You take the job. I think you'll like it and if you don't I'll put you anyplace you want to go. And she had the power to do that. And I said, Okay I'll go for a year. Forty-two years later I'm still here.”)⁴⁰, Charlotte became the women's basketball coach at SIU. A job she would hold for the next fifteen years except for the year she went to Madison when Jo Anne Thorpe stepped in for her and coached basketball for a season. Charlotte had a record of 113-51 amassing a .689 winning percentage.⁴¹ She only had one losing season and, after stepping away from coaching thirty-nine years ago, she still holds the highest winning percentage of any

³⁹ West, 2005, 95-97. (The colleague at the “U of I” was Karol Kahrs).

⁴⁰ West, June 12, 2009, 15.

⁴¹ Southern Illinois University Women's Basketball Media Guide, accessed February 6, 2004, <http://www.siusalukis.com/sports/w-baskbl/silu-w-baskbl-body.html>.

women's basketball coach in the history of SIU women's basketball!⁴² Charlotte has many fond memories of the students she coached and many years removed, Charlotte continued to recollect the cooperative circumstances they experienced as they competed in the early days,

So Carol Eckman started (the basketball invitational) championship and it was well run and SIU was there and Illinois—no Illinois State was not there that first year but the second year kind of an interesting story, Jeanne Rowland's who was at Northeastern University said she would host the next one. So we all went to Northeastern the next year and both SIU and Illinois State were invited. And we had a university plane and so SIU filled its plane with our team and we stopped at Normal, Illinois and picked up some of their players to help them reduce expenses and we all flew together to Boston. And I have a vivid memory of most of those young ladies had never been on a plane and there we were going to Boston. And it was a beautiful March evening and we flew past the Statue of Liberty. And it was so clear and the young women were in awe. And there were probably about three or four of the Illinois State team players that had to fly by themselves because we had already filled up our plane. But I mention that story because the spirit then was everybody helping everybody else and still having our national championships, and of course today I'm sure the coaches would sneer at the idea of two teams traveling in the same mode of transportation.⁴³

Of the people with whom I talked, air travel was not the norm during the 1970s unless a team was flying coast to coast or they were like SIU and had an aviation program. From a less formal type of competition, Phebe Scott, (who was the inventive force behind the Commission on Intercollegiate Athletics for Women, (CIAW), proclaimed the brainchild of Scott by Joan Hult)⁴⁴, paints a picture I am more familiar with and with which she was more impatient when it came to competition during these early years:

SCOTT: We were still counting pins like we used to on sports days. You could only have so many straight pins and you must turn those back in. We didn't have any money. We used to drive our cars, take the kids to play games. And we used

⁴² It is important to note that competitive schedules prior to the mid 1980s were not thirty plus games long. This was true at both the collegiate and secondary school level and would be quite amusing to most female athletes in our current day and age.

⁴³ West, June 11, 2009, 4.

⁴⁴ Hult, *Century of Women's Basketball*, 231.

to set up—At home we would fry chicken and stuff to take with us so they had something to eat on the way. We didn't have anything like—The men didn't have to do that kind of stuff.

BARTGES: So if you had a game that was a long ways away you went down, you played, and then you came back? You didn't have the funds to stay in a hotel?

SCOTT: No, we couldn't stay over, um-um, no. We had nothing. And Title IX opened the door and it made people aware for the first time that probably the most inequitable areas for men and women was in sports, and so we began to get some changes made.⁴⁵

Phebe Scott, as mentioned above, became the brains behind the formation of the CIAW. This was important because the CAIW would eventually cede governance of championships over to the AIAW which was broader in scope and would implement a nineteen plus sport championship menu where before there was next to no championships for female collegiate athletes. When the CIAW shut down and handed the flame of competition for collegiate woman to the AIAW, there was not a lot of time for the planning of the first AIAW championships that coming spring. I found the evidence of this when interviewing Rene Portland who played on the powerful Immaculata teams of the 70s. Rene gave me access to all of the scrapbooks her mother had created as well as a box of old trophies and plaques. This box of hardware and various other as sundry memorabilia intrigued me so much the first thing I wanted to talk to Charlotte about the next time we had an interview was the 1972 National Basketball Championship hosted by the AIAW. Rene conveyed this snapshot:

Yeah, yeah, I remember (*unintelligible*). I can remember after we won they hand us these little plaques, they took our pictures. I think there's a picture of us all standing there. It wasn't a big deal. It was in the gym. I mean, the place was empty. You stayed. You had those fifteen other—fourteen other teams were there. And I can remember Mrs. Rush having to get on the phone and having to

⁴⁵ Scott, P., March 13, 2005, 77-78.

call like she was sports information. She had to call on the phone and tell people we won.⁴⁶

I asked Charlotte why the plaques said DGWS and not AIAW?

BARTGES: When I interviewed Rene Portland in February about the 1972 National Championships she had [laughs] she had a box of trophies and stuff, memorabilia that she had—I had implored her to haul out and she had, and in it was the first trophy from the 1972 AIAW National Championship Basketball Tournament and the individual awards. And it was just a wooden plaque. I have pictures of them I can show you later. I know you're aware of them. And it says DGWS. It doesn't say AIAW on it but it does say DGWS National Championship. Why would that first one not say AIAW on it?

WEST: Well we were just getting underway because the Commission on Intercollegiate Athletics for Women was a subgroup of the Division for Girls' and Women's Sports and they started national championships, and then the governing association made up of member institutions wasn't formed until '71 so it was just one of those things. Everything was happening so fast that the championship program had not developed a common trophy, which we did later and I have one of the big ones from the swimming championship with the female athlete holding up the AIAW. And from that point on everybody got the same kind of AIAW National Championship trophy, but just getting started it was still under the aegis of the DGWS so that's probably why that was happening. More things were happening than we could get organized [laughs] to have some commonality among all the sports.

Immaculata would go on to win two more of those little plaques before losing in the 1975 finals to Delta State 81-90.⁴⁷

These were heady, whirlwind times for women all over the country, especially feminists who had tired of waiting for opportunity to come knocking. Charlotte was one of these women, and in many ways she still is. Thinking back during a conversation about Title IX she revealed:

BARTGES: Billie Jean King says that she hates labels and being labeled. However, for the purpose of this interview, how did you or would you characterize or label yourself during this period of your life, your professional life?

⁴⁶ Portland, February 14, 2009, 26-27.

⁴⁷ Women's College Basketball Championship History Page, accessed February 28, 2014, <http://womenscollegebasketballhistory.com/1975-bracket.html>.

WEST: Well, certainly a strong advocate for women's equity, and I would label myself as a feminist, even though we went through times when that wasn't always a positive label, I definitely was. I think I—My entire life I've been such a proponent of justice. I want everything to be fair, (*laugh*) I don't care if it's backyard crochet or whatever I'm in, a card game, I want everybody to have a fair chance, and certainly women were not being given a fair chance. And being the young athlete that I was and having a good experience in high school and then going to Florida State where it was zilch, I can look back and think that must have been extremely motivating for me, because obviously my life has been one of trying to create change for women.

The 1972 women's basketball championship in Bloomington, Illinois was the last basketball championship before Title IX was signed into law. What were the 1964 Bob Dylan song lyrics?—"The times they are A-Changin'."⁴⁸

Title IX of the 1972 Education Act has governed my life every day since President Richard M. Nixon signed it into law on June 23, 1972. It's been a love hate relationship, not so much between the law and me but between me and those who are supposed to implement and enforce laws. At twelve I was aware there was legislation passed that was going to let me do things I had not been able to do before. I was bummed it wouldn't let me go back and play Little League but I was told to be patient, soon I would be able to play ball too (just not tackle football which is a different bummer story). Charlotte West and the women of the AIAW were already implementing parts of the law but they had their work cut out for them too:

I think a great contribution of AIAW was getting women's sports before the public. The championships were well received in that era of growth and exposure of women. Giving women a chance to compete at the highest level spurred the growth nationally. One of AIAW's greatest contributions was the defense, support of and constant proctoring of Title IX. We spent a huge percentage of time with that venture.

You mentioned the Amateur Sports Act. I had to go to NY City and meet with Don Miller, Head of the USOC. AIAW had worked hard on the Athlete Bill of rights and other portions of the act. I remember leaving Washington, DC with

⁴⁸ Official Bob Dylan website, [bobdylan.com](http://www.bobdylan.com), accessed March 24, 2014, <http://www.bobdylan.com/us/music/the-times-they-are-a-changin>.

Margo taking me to the airport. Her final words were...."Don't screw this up!" Very assuring, huh? Well, I was prepared, very prepared, and all we went well.⁴⁹

While the over-arching history of the AIAW is well documented, as is the history of Title IX, it is the personal stories of struggle and strife that we sometimes lose or miss out on. These are some of Charlotte and her AIAW, educator and peers accounts.

It is important to understand that nowhere in Title IX is the word athletics or sport mentioned. The simple thirty-seven word preamble, modeled after the 1964 civil rights act states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

As the Title IX coordinator at my current institution, I spend a lot of time on-campus talking to classes, athletic teams, intramural teams, Greek Life and other groups' on-campus. I always ask students and employees how many of you have heard of Title IX and how many of you know what it is about? Most of them have heard of it and all of them think it is founded on a foundation of athletics. As Charlotte and her cohorts will tell you, that is just not true. I had the good fortune to meet Senator Birch Bayh in 2007. He was the keynote speaker at a Title XI Conference held in conjunction with the women's Final Four basketball championship. The story he told, after extolling the work of Patsy T. Mink and Edith Green, the Senator and Congresswoman who really pushed the bill to fruition. He told a love story, one with he and his now wife as students and newlyweds aiming for law school and a better future. Longtime sweethearts, they applied to the same ten law schools. She had a higher GPA, more community service and

⁴⁹ Personal email from Charlotte West to author February 5, 2014.

volunteerism, higher LSAT scores and had been active in campus organizations when he had not. As the responses from the law schools came in, remembering this was in the late 1950s or early 1960s, every school he applied for, he was accepted into the incoming class. He was excited, until the responses for his wife started coming in. She received ten rejection letters, one from each of the schools that had gladly accepted him. She was crushed but they made their plans and they moved to a new place and he started law school. He says this was the motivation he kept in the back of his mind, a call to action when the opportunity presented itself and that is what happened when the law came out of committee and needed support on the Senate floor. Senator Bayh is still a champion for Title IX and he can see his work as a success all over the United State. I take the time to tell this story because it is important to have a written record of it. While I'm sure he's told the same story over and over for the last now forty years, when I heard him telling it I was sure he was telling it to me. I was reminded of the story of the young Congressman from Tennessee who had great pressure put on him to vote against the 19th Amendment. In the end he voted for women's right to vote saying no amount of pressure from his peers in Congress could be any worse than the look of disappointment in his mother's eyes if the vote didn't pass and he had to go home and tell her he voted against the bill. Some, myself included, will tell whomever will listen, that next to the 19th Amendment, Title IX is the single most important piece of legislation affecting women to come out of the 20th century.⁵⁰

When people read or hear these types of towering stories it is easy to picture them saying, "Yeah, that's a great idea. Who is against education for anybody?" Wrong.

⁵⁰ Voelz, 2006, 70.

Name another law that has been on the books for forty years that is still not fully operational or enforced. The ink was most likely not even dry on the document when efforts to squelch or rescind this law began. For instance, in 1974, two years after the law was passed, a report was prepared by the “Project on the Status and Education of Women.” According to Bernice (Bernie or Bunny to her friends), Sandler who co-authored the twenty-one-page report, it was the “first national report on sex discrimination in collegiate athletics.”⁵¹ These are the kind of reports and concerns the women of the AIAW spent much of their ten years trying to defend, promulgate and launch through their programs. Unfortunately, from the time Title IX was passed, they spent a lot of time talking to lawyers—theirs and those representing disgruntled student athletes or their parents and eventually, lawyers from the powerful National Collegiate Athletics Association (NCAA). Charlotte noted:

First...there were philosophical differences. Judie (sic) believed in letting the NCAA control women's sports. 85% of the membership wanted AIAW to continue to control women's sports. I was among the 85%. The NCAA did not want a part of establishing championships when we asked them earlier and I thought we were doing a fine job, not perfect, but good. I got along well with Judy. When Peg, Judy and I met as an executive committee, things went well. We had a full agenda and moved it along well.⁵²

Many people with many different viewpoints have written about the detailed history of the AIAW and Title IX. This dissertation is about Charlotte West, the person and while I am touching on some of the personal stories and relationships she

⁵¹ Margaret Dunkle and Bernice Sandler, “What Constitutes Equality for Women in Sport? Federal Law Puts Women in the Running.” Prepared by the Project on the Status and Education of Women for the Association of American Colleges (Washington: 1974), 1-20.

⁵² Email from Charlotte West to author February 5, 2014. Charlotte is speaking about Judy Holland and their time on the Executive Committee as Past and Current Presidents of the AIAW and a split in the leadership about where control of women’s athletics should reside. Charlotte eventually joined the fold of the NCAA organization but not until the AIAW was dismantled and she experienced a cooling off period imposed by the NCAA. Whether this cooling off period was intentional or not she would not speculate.

experienced through her work in the AIAW and NCAA organizations and as a ferocious advocate for Title IX they are not the primary foci at this point in time.⁵³

During the two year, five-on-five experimental rules period monitored by DGWS, (1969-1971), the CIAW was poised, under the leadership of Phebe Scott, to begin a new phase or model for competition for women's collegiate sports. Charlotte was to become involved in this organization early on and she would rise quickly to the top leadership position in the new AIAW in less than eight years. Charlotte retired from coaching basketball at SIU in 1975 as she continued to expand her sphere of influence in the AIAW, which logistically was a natural progression when you think about it. She remained, and still is; particularly interested in basketball which I think would be expected. She spoke about her increased responsibilities in the organization:

BARTGES: When did you get involved with the basketball championship for the AIAW? How did that evolve?

WEST: Oh, officially I became involved in 1975 as a person in charge of conducting the national championships. And we had a national championship at Penn State, and I'm trying to think during my two years as that officer where the—oh the other one was at James Madison. James Madison in 1975 and Penn State in 1976. I was in charge of those two championships. And I like to when I discuss the history of women in sport talk about that 1975 championship at James Madison University because it was the first sellout. And we had that gym packed. And to the dismay of the fire marshal we [laughs] let extra people in until he

⁵³ There is much written on Title IX, some good, some not so good. A couple of publications to start with in any research would include: Phyllis Lerner and Terri Lakowski, eds., *Play Fair: A Title IX Playbook for Victory* (East Meadow, New York: Women's Sports Foundation, 2009), 35 pgs.; Nancy Hogshead-Makar and Andrew Zimbalist, eds., *Equal Play, Title IX and Social Change* (Philadelphia: Temple University Press, 2007), 313 pgs.; Susan Ware, *Title IX: A Brief History with Documents* (New York: Bedford/St. Martin's, 2007), 185 pgs.; Welch Suggs, *A Place on the Team: The Triumph and Tragedy of Title IX* (Princeton: Princeton University Press, 2005), 283. [I will add that the second edition of this book is more authentic in portraying the Heroines of Chapter 3. Upon reading the original edition I took great umbrage with Mr. Suggs lumping Judy Rose of UNCC in with the great Pat Summitt and Sylvia Hatchell. While there is no denying (or desire to ignore the personal history that connects these woman to a time and place), comparing them as equal heroines is just inaccurate and deceptive. When I talked to Mr. Suggs about how he arrived at including Mrs. Rose in with Pat and Sylvia he said she had contacted him looking for a venue for this story (Suggs covered sports for the Chronicle of Higher Education for a number of years so he was a visible figure in the higher education beat). He actually said she was looking for a way to raise her profile and legacy. The second edition omits Rose and builds on the accurate strength of contributions made by Summitt and Hatchell.

knew it was not real safe. So we had to close the doors and we had people outside wanting to get in. And so that was a real important time for us in history that we had our first sellout. And it was ironic because years later when the University of Texas at Austin had one of the first NCAA Women's Basketball Championships as you drove up to the arena the marquee said, "First Sellout in History", first women's sellout. And I thought, now they don't know their history. [laughs] Because they should have said, you know, maybe the first NCAA but not the first one period.⁵⁴

West had some tough duty and decisions during these Championships. One event was hosted by James Madison University where Lee Morrison was the athletic director and Betty Jaynes⁵⁵ the women's basketball coach, who would later become the Executive Director of the WBCA. One of the problems facing Charlotte, as the Director of Championships, with an official who hurt her leg on the court during a game,

WEST: The official on the game was a player that had played on the national championship team at Fullerton at Northeastern when that second national championship, and tremendous athlete and tremendous softball player. And she was excellent official. And as the game was underway she was racing down the court to get ahead of the ball and slipped. And you could just tell the knee went real crazy and I thought, Oh my goodness, they've lost that official for the game. We had no standby [laughs] official. Now that sounds silly today but we're so busy getting two officials on every court and getting people to officiate. So I jumped up to go and get an official dressed and prepared to officiate. And I went around to the side of the court and halfway around I met Fran Koenig who was a DGWS leader, excellent lady from Central Michigan. And she said, I hope it's okay with you but I sent Laura down to dress to come up, because at that time we had a rating system and she was the next person rated to have called that game. And Fran knew that and she'd sent her down to get her little striped shirt and her little skirt on to come up and officiate. And so they attended to Rosie and got her off the court, you know, and in walked the other official and the game went on and nobody knew. [laughter] Nobody knew that we had to kind of go into action

⁵⁴ West, June 11, 2009, 10-11.

⁵⁵ Betty Jaynes, the long-time Executive Director of the Women's Basketball Coaches Association (WBCA), died February 10, 2014 after a brief illness. She was 68 and a dear friend too most all who knew her. Charlotte remarked on her skills as a leader and how many others would not have been able to navigate the landscape Betty successfully navigated for the best interests of the WBCA. See: <http://www.wbca.org/blog/index.cfm/2014/2/10/WBCA-consultant-and-longtime-CEO-Betty-Jaynes-dies-at-68/>.

and obviously from then on we always had standby officials, which we should have had at the time.⁵⁶

The other, potentially more volatile problem Charlotte dealt with was the use of artificial noisemakers by the rowdy, entitled and sometimes Frocked fans from Immaculata College:

WEST: I mentioned earlier so many things were happening and as a commissioner I had a lot to deal with at that championship. One was all the pails that the nuns in Immaculata were banging on. The coaches when they called time out couldn't—couldn't talk to their players, they couldn't be heard which is part of the strategy. And Delta State beat Immaculata that year and then went on to win the next year also. And they said if they kept banging on those pails that they were going to get the kazoos and all their people were going to start blowing on these kazoos. So anyway, there was a rule, which we had not had to worry about before about no artificial noisemakers. So I had to impose that and I was not a popular person, but we called them and said, You know this has been a rule and you can't bring the pails into the gym. Well Rene Portland's father was going to have an injunction on the game and blah, blah, blah and he was irate because he was the hardware guy that supplied the pails. [laughs] So anyway we finally stopped it and from then on that rule that had been in the rulebook was implemented, but there was that story that went along with that championship at James Madison.

BARTGES: And that story is still alive and well.

WEST: Is it? And you know, oh it was back when NACWAA met in St. Louis everybody had to tell a story and they hadn't told us ahead, you know so I quick remembered that one because I knew people had known about the pails and all. And some young lady on that Immaculata team at the time that I didn't know came up and introduced herself and said, You were the old witch that made us stop—[laughter] She said—we had a good laugh about it but it was the right thing to do because the gym was already sold out and you couldn't—it was—it was impossible. And it was a rule that should have been implemented. So that was—happened there. And then the other thing that happened was that—well a couple of things. I went in the gym that night and some of these people— [laughs] Cathy Rush's camp and some of the people I think she was associated with had taken it upon themselves to drape their banners around different places without permission and without paying for anything like that, because today you know you would charge a considerable amount for somebody to advertise a camp or—anything. And so they had these things draped. So I had to go around and take them off say, you know, you didn't go through the proper procedure to get these things put up. So I wasn't popular for the second time.⁵⁷

⁵⁶ West, June 11, 2009, 14-15.

⁵⁷ West, June 11, 2009, 12-13.

While Charlotte worked her way through and up the AIAW organization navigating situations like the one above, she found herself in a very unique and in some ways uncomfortable position of being nominated to the ballot for AIAW President from the Delegate Assembly floor in 1977 against a slate of candidates who had been chosen through traditional nominating committee processes. Charlotte never mentioned this to me during our interviews but her friend and colleague from the University of Illinois Karol Kahrs did.⁵⁸ During the course of writing this dissertation I recently asked Charlotte about this story and she responded:

About my election as president....I was asked my (sic) a member of the nominating committee to be a candidate for the presidency. I said I wanted to do so but had to talk to the VP to whom I reported as it would mean a lot of time away from campus. I was given a date and when my VP returned to campus I discussed it with him and he was VERY supportive. I called to say I would run by the deadline given only to be told by the Exec Director that I was too late. I never knew where the error was—whether the person who called had it wrong or whether someone used that to get her preferred slate. I have always suspected the latter.

So, when Karol and a few others called to ask if I would run from the floor I said yes. That irked a few "insiders" I am sure. So, at the Delegate assembly. 3 of us made a presentation as a candidate for president. The election was held and no one got a majority so there was a run off between the top 2....Donna and me.⁵⁹

Again, this is another example of how first and foremost Charlotte knew the rules of the organization and when she felt something was unjust, in this instance not getting the correct information which would have prevented her from serving the organization she believed so heartily in, she had enough gravitas to win not one but two elections from the floor in order to become the next in-coming President. This is also an example of her ability to reach across any barrier and build consensus.

⁵⁸ Personal conversation between the author and Dr. Karol Kahrs.

⁵⁹ Email from Charlotte West to author February 5, 2014. West is referring to Dr. Donna Lopiano.

Charlotte's service spanned many organizations as you see when you read her vitae. One of the most vital to her was the time she participated on the United States Olympic Committee representing the AIAW. She explains,

BARTGES: How did you get involved with the USOC?

WEST: Well when AIAW grew so large and we were doing so much we had this nation's largest grassroots program, and so that's how you got representation on the USOC. So they allotted so many slots to NCAA and to AIAW, and as president I got one of those slots.

BARTGES: How long did you serve on that?

WEST: Just a couple years during my presidency. Now see that is one of those political reasons, another reason that the NCAA wanted to take over the women, because there was always that USOC and NCAA pulling and tugging about eligibility and control of athletes and that kind of thing. And the women were getting some slots. We were getting slots on the Basketball Committee, all the different sports groups too.

BARTGES: Because you were NGBs?

WEST: We were national governing bodies, right.

BARTGES: Was the AIAW an NGB for basketball?

WEST: Oh boy, I'm trying to think of the timing of that. See the Amateur Sports Act wasn't enacted I believe until '78. And I worked on that, testified before Senate Committee on that, really worked on being sure that the Amateur Sports Act incorporated things that AIAW wanted incorporated like representation of athletes and Bill of Rights of athletes and women being on committees, so I don't think they officially called NGBs until that time, but then we definitely were.

BARTGES: But that was after the first Olympics so there was—so there was no governing body for that first—

WEST: You're making me stretch back— You're asking the question like in the '76 Olympics who really selected the women's team?

BARTGES: Yes.

WEST: It was not— We mentioned that Billie Moore was the coach, Jeanne Rowland's was the manager, and I'm thinking they were selected by the Olympic Basketball Committee which at that time I think was coed—may have had a woman on it but I don't know who. I don't think they did at that time. Have to ask Billie.⁶⁰

Mildred Barnes would help answer some of this question (One of the other inductees to the Women's Basketball Hall of Fame, (WBHOF), this coming June is the 1976 Women's Olympic Basketball Team. Thirty-eight years after the participated and won

⁶⁰ West, June 12, 2009, 12-14.

our first Olympic medal [Silver in a game against the Russians who had dominated international competition for many years with their seven foot center Uljana Semjonova [who was inducted into the WBHOF in the inaugural class of 1999!⁶¹], finally honoring this critical collection of American ‘Change Agents’ I spoke of in Chapter One. Barnes recalls:

BARTGES: You're listed as the DGWS representative to United States Basketball Federation. What did that mean then?

BARNES: There was a period in time when the AAU was the—what was that term—was the organization that fed teams into the Olympic Committee.

BARTGES: So they were an NGB, a national governing body.

BARNES: Right, that's the term I want, thank you. And AAU was governing many sports, many—track and field, basketball, and I can't tell you it all. And the Olympic Committee decided that you could only be the governing body for one sport so the Basketball Federation was formed and I believe Bill Wall was the first president of that. So I served on that I think—I'm not sure whether I was the only woman originally but others were appointed in subsequent years.

BARTGES: How did you end up on it?

BARNES: The NC—No, no. I was going to say—The NCAA appointed me to the Olympic Women's Basketball Committee.

BARTGES: What year was that?

BARNES: I'd say maybe '75, '74-'75. Wait a minute, here we go. Yep. All right, I was on that Basketball Federation from '74 to '81 and then the Olympic Committee '76 to '80. Let me see—

BARTGES: You must have been on that federation committee a little before that because—

BARNES: Here we go, federation—Let's see, I was on that '74 to '81, American Basketball Association. And here's the Olympic Committee. I was on the Olympic Committee '65 to '76. I was chair '74 to '76, and we had the trials and team preparation here at Central Missouri.⁶²

Charlotte's role in the foundation or the United States dominance in women's basketball during the last twenty-four years (six Olympic games) may not be evident to a casual observer but take into account the structural work she contributed as a member of DGWS, National Sports Institutes, AIAW, NCAA, Title IX, legislative actions involving

⁶¹ Women's Basketball Hall of Fame Class of 1999, accessed March 28, 2014, <http://www.wbhof.com/Class99.html>.

⁶² Barnes, 2011, 25-26.

the Amateur Sports Act of 1978, the Missouri Valley and Gateway Athletic Conferences and you can begin to realize the breadth of her contribution. Take a student like Charlotte Lewis who as a high school student in Peoria, Illinois didn't have an organized team to compete on during her first three years of secondary education. In 1973 when she started college she was recruited to try out for the Illinois State women's basketball team by other players and encourage by Jill Hutchison to become the best she could be. In 1976, this raw talent was part of the Silver Medal U.S. Women's Basketball Team, just three full years of playing a higher level of basketball. Without West and others like her, and the work they did, student-athletes like Charlotte Lewis may never have experience all of the things highly competitive sports brought to her life.⁶³

No lifetime is without disappointments, and Charlotte West is not immune from those events. Overall she would say she is very, extremely positive and able to take the shape of her container without becoming stagnant or a cog. However, there were two very specific times during her career that were hurtful. These events happened within a couple of years of each other and caused a stir on campus because of the decisions the Presidents of the university made. Both incidents involved Charlotte being asked to serve in the capacity of Interim Athletic Director. She came from within the department where she served as an Associate AD after the men's and women's athletic departments were combined in the mid-1980s. Shortly after the departments merged, SIU needed to hire an AD. Charlotte was appointed to the interim position and a search ensued. Both times Charlotte applied for the opening and this first time she didn't even get an interview, causing quite a stir on-campus:

⁶³ Bartges, "If It Doesn't Play in Peoria," 37-40.

BARTGES: And why do you think that is?

WEST: Oh the president at the time, you know, didn't want me to be the AD, you know. I think he knew that would be very, very troublesome for the boosters, some of the boosters. It's hard for people today to understand the attitudes, because you've read some of the articles. A car dealer in Harrisburg said there wasn't a woman in the country that could do that job. That was published in the *Christian Science Monitor*. It was published all over. And it's interesting, I talk about the history of how people change attitudes—it had to be ten years later he told the development officer, You know I've come to the conclusion they should have given that job to Charlotte West. Now we're talking about an old Southern Illinois boy, a car dealer, you know, that made the statement, No woman in the country could do that job, but— And I tell you what, by not giving me an interview that incensed a lot of people because they thought it was unfair and rude. They might not have wanted me but they thought, Well they could have at least interviewed her. So I know of a—thinking of one man that's—Bud Stotlar that is recently deceased but he was a professor in physical education and it made him so mad he went to the president. And the president liked him, he had done some things socially with him and he just said, This isn't right, it's just not right. So some people were annoyed with that.⁶⁴

Both times the President (two different Presidents), picked the male applicants ironically both named Jim. Jim Livengood was hired in 1985 as a young man who admits he did not understand why the President combined men's and women's departments,

The president for whatever reason had decided—Al Somit was his name—had decided to combine men and women's athletics. So I knew nothing about that. Like many job searches or many things like that I wasn't looking for a job but made some contact, was asked to send some things in. So I sent some things in and lo and behold they said, Well you know what, we'd like to have you come in and go through an interview and that. I knew nothing about the politics in terms of what was involved. I did know because I had gone through that at Washington State of merging men and women's athletics and all of the kinds of things that goes on with that. Well Dean Stuck who was the Dean of the College of Education at that time at SIU—I just met him when I—had picked me up at the airport during the interview process. And driving from the airport I think in Marion, I think that's where it was located—but anyway to Carbondale we drove across campus. And I noticed a fairly large group of people gathering and it kind of looked like it was a rally of some sort. And I remember asking Dean I said, Dean Stuck what's that gathering? What's going on over there? Looked like people had some placards and things like that. He said, Don't worry, don't mind. He said nothing going on. And we kept driving. So I didn't think much more about it. And as we kind of got closer it just looked like a large group of people and so on. Ellyn, lo and behold what I found out later is that was a group of

⁶⁴ West, 2011, 53-54.

people who were really protesting the fact that Charlotte was not in the pool of final candidates to be the AD over men and women's athletics. I didn't know Charlotte at that time and didn't really know anything about Charlotte West. I had been on the West Coast up in the State of Washington in the Pac-10 my entire time. So anyway, went to the interview. Why they hired me I have no idea. I don't to this day. But I was hired. And of course Charlotte then we had a lot of different discussions. Made Charlotte our number two person, our senior women administrator and an associate AD, the highest title there. From that time on—when I went there in November of—gosh it was 1985, November of 1985 and I came back in August of 1987, back to Washington State from that time, those two years, I can't even tell you the amount of hours I spent with Charlotte West. Charlotte West is the reason that I've been able to do almost anything in collegiate athletics, almost any—I mean she opened so many doors but she really taught me how to be an effective AD and so on. I think I'd had some fairly good—because I was very involved in development and fundraising—some pretty good leadership skills but Charlotte was absolutely—I tell people—and I told my wife the other day I said that I was going to be talking to you and talking about Charlotte. And she said, Well Jim please get some background information of where Charlotte is right now and that. Because Linda loved Charlotte as well and Charlotte was just so good to our kids. Ellyn in all honesty I—there's no way that if I were in Charlotte's position I just know I could not have been the kind of person she was to me. I mean she had every reason—and it would have been understood, to absolutely dislike me. How could they hire this young guy from Washington State who's never been an AD, who's never had that role and yet she wasn't. She was I mean the nicest person. And again, you know how bright she is and how smart. I mean, just a wonderful—I just love her to death—did then and that was again many years ago but I just—phenomenal, not great, phenomenal administrator.⁶⁵

BARTGES: Were you kind of tentative going in knowing that when she was put into that associate AD position that there might be some tension?

LIVENGGOOD: Well absolutely because the men's and women's athletics were very separate at that time there. Charlotte had done a great job with women's athletics. They were I think much more organized. And of course, there was tension between men and women like in many split programs at that time and dear friends at Texas, Minnesota, Tennessee and so on. But yeah I was but I didn't—Ellyn I didn't know enough about the situation. And again, remember I'm a first-time AD and I came in with the idea of here's this person who was very talented. I did a little research—lot of research on Charlotte finding out about Charlotte who was very talented, easily could be the AD and there was nobody—I mean it wasn't even close in terms of who would be that person that should be right by my side and I would learn from and we would work on this together but—yeah, oh yeah there was—as oftentimes happens in split programs—not suggesting that isn't the right way to go but there's always tension. But to this day Southern, I think we did a good job at Southern, I think we made some improvements in things, but I also am very candid about Charlotte could have done everything and

⁶⁵ Livengood, 2012, 9-11.

more that I ever did.... But again, the key part Ellyn for me in this is this individual, Charlotte West, was a tremendous ally, a great person to learn from. Taught me about things I had no clue about but also became a really good friend and a really good friend of our family as well. She just, like I say, just something. I can't imagine that there would be a program in the country as I reflect back that Charlotte wouldn't have made better immediately by being their director of athletics.⁶⁶

BARTGES: With that change in ADs—and obviously any kind of situation like that is uncomfortable—you talked about Charlotte's ability to be a consensus builder and she obviously made you feel welcome. How long did it take for some of that stuff to die down on campus? I've read some of the newspaper articles and some of the—I don't know if I'd call them tributes but what we would call probably letters to the editor or responses from people. There seemed to be a great deal of heat about that.

LIVENGOD: I don't know Ellyn whether it ever really died down. I think it maybe became less on the front burner if you will but I don't think it ever died down. You know what, I think sometimes—and Charlotte had been the women's AD I'm going to say in the neighborhood of probably between thirteen and fifteen years. So she'd been there a while and she'd been there a while even before that. I think sometimes—and this is just me and again I'm speaking kind of against myself when I say this, but I think sometimes universities get caught in things of really not realizing what they have when they have it. In other words, people that have been in a place for a fair length of time they don't realize it. It seems like it's the—and not a (*unintelligible*) but the grass seems to be greener. In other words, somebody else new is coming in. It's unfortunate—I've told a lot of young people in different classes that I've taught at this level and different kinds of seminars I've taken part in today's modern ADs, male or female, I don't think they're going to be able to stay places certainly at the Division I level more than seven, eight, ten years at the most. There's just too many people attacking things, there's too many ways to offend people. But in that case right there I don't think it really did ever die down. To tell you that it was a real smooth transition and everybody just bought into it hunky-dory and so on would be a real misnomer because that's not the way it was. But we got through it. But a big part of the reason why we got through it is because Charlotte—and I'm sure at first it was really hard for her to do this because here's a young guy that my God she'd forgotten more as the old saying goes than I would ever know. But when you go from—when you have—used to have two staff meetings—women's department had a staff meeting and the men—well then when I came in of course one department so you have everybody. So first couple of times it's very much where people sit and how people act—body language, facial expressions, all those kind of things. So I don't—I think it's a good question but I don't know that anything really ever died down. I think that Charlotte had a very big role when we created the new structure with our men's

⁶⁶ Livengood, 2012, 11.

programs as well because of her administrative ability, her leadership ability and all those kinds of things. So it's just—it was really a different time.⁶⁷

Two years later, Jim packed up his family and moved back to Washington State University leaving Charlotte tapped once again to be the interim athletic director while a national external search was conducted. There was a new President of the university now too, John Guyon would be the decision maker for this hire. Charlotte applied and this time she was selected for an interview. The other candidate interviewed was a very popular and high profile alum who played professional football for the St. Louis Cardinals (back before they moved to Arizona), but he had no athletics administration experience. Charlotte describes the experience:

BARTGES: So then in 1988 I read a *Chronicle of Higher Education* article and there's a fellow named John Guyon? And he talked early on in the article. And article as you are well aware—the date on the article is July 13th of '88, and it talks about the differences between you and Jim Hart.⁶⁸ And Jim Hart was, well for the record, a professional football player, he had connections with the Cardinals, he was an alum of Southern.⁶⁹ John Guyon, his comment that stood out to me in his article was that he was—needed to stay focused to keep the campus from pulling apart, and that's what he says, from pulling apart.

WEST: I remember that, yeah.

BARTGES: And it was a split committee vote. I found it also very interesting the amount of detail on a hiring motion. It talked about a split committee at 5 to 4 or 6 to 5, something like that, in your favor and then it going to the president to have to make that decision. Do you have any idea who wrote the letter of support for you?

WEST: Who wrote letters of support? Quite a few people I know. Of course, I never had access to any of those. If somebody didn't tell me or they didn't carbon me—I had some professors that I had worked with on campus that wrote letters of support, important people—men, a lot of men, there were a lot of men. The women in the women's caucus wrote letters, our AAUW group wrote letters, very outstanding guy in the psych department wrote a letter. Celeste Ulrich from the University of Oregon wrote John Guyon the most blistering letter I believe I've

⁶⁷ Livengood, 2012, 19-20.

⁶⁸ Susan Oberlander, "Southern Illinois U. Passes over Woman Official, Picks Former Pro Quarterback as Sports Director," *Chronicle of Higher Education* 34 (July 13, 1988): A33-34.

⁶⁹ Susan Oberlander, "Southern Ill.'s Sports Choice: Veteran Female Official or Popular Ex-Player?", *Chronicle of Higher Education* 34 (May 4, 1988): A45.

ever read when he decided on Jim. But at least John was upfront about things. When he made the decision he came over to my office to tell me he was selecting Jim. And I think to be real honest with you—I would be hard-pressed to prove this, but I think John got pushed from above. What's above?

: The board, members of the board, and some political people.

BARTGES: I did see a former governor's name?

WEST: Yeah. We had Lawrence Pettit. I don't know if John was president and he was chancellor. They switched those titles, and I would have no way of telling you if this was true, but knowing the political system and knowing the people I think John got some pressure, I really believe that. He could not have been more accommodating to me (*laughs*) from that point on, and not because he thought I would sue or anything like that.

I worked with him so well, and if he wanted information about Athletics he called me even after Jim was here, and he'd put me on key committees. Like, I was on his—nothing to do with Athletics, but on his University Budget Committee. And I was president of our A/P staff council so I was at board meetings, and we had a very good relationship. We had a very good relationship and I felt very secure. When Jim took the job he had mentioned that he would like some young guy at Washington University to be his assistant and I'm sure John told him no he—I would be the associate, I'm sure. And then Jim and I worked well together. He was still the AD when I retired. And it was a very comforting position for me because I could do whatever I wanted. I could make suggestions to Jim. He could take them or he could not take them. And I think he took all but one in all the time that we worked together.⁷⁰

BARTGES: We touched—It was unusual—I wanted to talk about that a little bit because it's unusual to have two opportunities like that in such a short period of time, and the second time you had an interview, which was—they probably learned from the first time.

WEST: And I just kind of wondered what your thoughts were on this?

Well it got—I would say it got very, very close the second time which was a victory in itself. I can remember each of us had to make a presentation at the student center in one of our formal areas there. And I mean I was really prepared and I said things that I had in mind that I would do and goals that I would set, blabity blah, blah, blah, and just I think twelve people came. Instead of listening and trying to think, You know what will this woman do, what are her goals, or anything, they couldn't care less. Jim comes to make a presentation, big room, better audience, fair preparation, didn't know the current athletic landscape. Didn't have a formal presentation. He'd answer questions. And he's a bright enough guy and sincere and everything but he had no athletic administration experience. He had athletic experience but no administrative experience. And so I went to hear him and right then I knew—there were people who turn out because they wanted him as A.D. And people loved Jim. I'd go places with him—I can remember having dinner in Springfield, Missouri once we were down there for some meeting or something. And we'd get ready and the waitress will say, Somebody picked up your tab and said, Congratulations Jim or

⁷⁰ West, 2011, 55-57.

something. Wherever he'd go people still idolized him as the Cardinal quarterback. And they still do. And he's very gracious, very gracious guy, social, very astute socially. So things worked out well. Things worked out well.⁷¹

The amazing thing during this conversation was Charlotte's absolutely believable tone, eye contact and conviction while telling these two very hurtful stories. I know from my own experience at UNC Charlotte that I could not have had the same conversation. These accounts include such depth because of the amount of information they illustrate about the speaker and her colleagues and what they thought of her.

Last year, the NCAA honored Charlotte, Christine Grant and Judy Sweet by having rooms at the national headquarters in Indianapolis named for them. Each woman has a dedicated room named for her and they attended a ceremony where the current President of the NCAA honored them. It would seem life had come full circle for all three of them but especially for Charlotte and Christine (Judy Sweet has served the NCAA in executive capacities for decades while Char and Chris have served through service to the institution while continuing to work at their respective universities.

⁷¹ West, 61-63, 2011. Also see period articles by Susan Oberlander and Ellen Dugan.

Chapter 6

“Gosh It's Gone Fast Too”

On June 14, 2014 Charlotte West will be one of six women inducted into the Women's Basketball Hall of Fame as a member of the class of 2014. The changes she has seen and influenced in the world of women's basketball and athletics have been significant. Charlotte has not been a one-sport wonder though. Through her work in the AIAW and the NCAA she has been able to assist student athletes (not just women) in numerous ways over the years. When talking to her it is easy to see her pride in these accomplishments. As with most things Charlotte that I've learned over the years, the pride is not in self but in help—help for others, students and young professionals. She is also acutely aware of the lack of diversity within the ranks of coaches and administrators who are female. Her willingness and desire to commit to regular participation in the NCAA and now post retirement, NACWAA, diversity conversations is important to her and those groups.

During the course of our conversations, Charlotte and I spent some amount of time discussing organizations she was involved in and the purpose of those organizations. Charlotte was a joiner, to me a sign of a team player and someone who wants to make a difference not only for themselves but for others as well. We have seen over the course of this dissertation a woman who has consistently put others before herself and who, even in the fourteen years since her retirement, has maintained her connections to the most important organizations she has belonged too. In reality, she hasn't just maintained her memberships or participation, she continues to try to try and find ways to teach up and coming female athletic professionals about their history and the importance of being

involved. Like any organization, Charlotte got her stripes working at a less glamorous but very important job for the fledgling organization,

WEST: We had such a very, very good and elaborate system all over the country to rate officials. And that was one of the jobs I had prior to becoming a Commissioner of National Championships. I was the DGWS Chair of the Boards of Officials and we would develop paper and pencil tests to be sure that people knew the rules, and they had to pass those before they took the practical test being observed on the court. And so you had a Form A and a Form B. If you didn't do well on Form A you still could take it one more time, and then depending on your grade on that test they put you in a category, but you were not rated in that category until you performed on the court with three people observing you to see how well you did. So when somebody was selected to call that National Championship Game they had gone through a process and become a nationally rated official.¹

I asked Charlotte if the NCAA paid as much attention to cultivating female officials as the needed to and she responded,

WEST: Not at all to start with, and I think they'd be the first to admit they regret that now, and they know that there's got to be some strides made to encourage young men and women, mainly women because most of the officials now are men, to go into officiating. And of course it was not a lucrative pastime in the past. You did it because you were to having opportunities for women, and now people go of course because they—it's a good income on the side. Some housewives I've read articles recently about how she wanted to do something so she started officiating and has just moved up, moved up until it's quite lucrative.

BARTGES: How long do you think it took—and I'm not trying to bash the NCAA, I'm just trying to get a sense of the transition—how long did it take after the NCAA took over that these women started to drop off, or were they never brought in as officials? Was there no transition period?

WEST: There was no transition. There was no more national rating for—and so just anybody that would sign up and be an official say yes, I'll do it was accepted.²

¹ West, June 11, 2009, 15-16. I will add as a high school player in the state of Illinois, officiating was one of the most contested administrative functions of the IHSA. Going through old newspaper accounts of high school games it is not at all uncommon to find references and even entire stories about questionable officiating. Games were rough and either called to the Nth degree of ticky-tacky fouls or it was the Wild West. The constant criticism and observation of young, female officials was one of the reasons for an almost complete turn-over from female officiating crews into a virtually total male domain—in a relatively short period of time. As a high school coach in the State twenty to twenty-five years later, it was almost impossible to hire a qualified female referee to work our home games.

² West, June 11, 2009, 18-19.

As has been discussed earlier in this work, which rules ruled was important for a variety of reasons including financial considerations. Which version of the rules also impacted who would be officiating. For the women (and at least in Illinois at the high school level from 1973 through the end of the 1977 season (remembering basketball was a Winter II sport beginning when volleyball was over in early to mid-December so basketball would start in January and ending the first week of April), most of whom came through collegiate physical education programs where they played and officiated as part of their professional training. Ola Bundy, an Assistant Executive Director with the Illinois High School Association remember the challenges,

BARTGES: Were officials in Illinois concerned with what version of the rules were used for basketball?

BUNDY: The women were concerned because the women officials came from DGWS and NAGWS. The women coaches in Illinois at the beginning were concerned with what rules would we follow and—

BARTGES: And it's implied there that all of the coaches would have been physical educators. Is that true or false?

BUNDY: And it's implied there that all of the coaches would have been physical educators. Is that true or false?

BARTGES: So they were concerned with what version of the rules you used?

BUNDY: Yes because DGWS and NAGWS made rules for girls and women in sports when nobody else cared about girls and women even playing in sports. And I remember that I was in attendance at a meeting with JoAnne Thorpe from Southern Illinois University and Lou Jean Moyer from Northern Illinois University. And there was somebody else but I can't remember in Cliff Fagan's office. Cliff Fagan was the executive director of the National Federation of State High School Associations. And so he was meeting with JoAnne Thorpe and representatives from DGWS or NAGWS because they were concerned because the national federation had announced that it was going to begin making rules for girls' sports. And so I remember at that meeting that it was pointed out that the national federation was acting on recommendations and the wishes of its member state high school associations that the national federation make rules for the girls' sports the same as they had done for the boys' sports for some really important reasons. First of all, the high school coaches and people involved with the high school sports needed to have their say into what the rules would be. At that time NAGWS, DGWS rules they were mostly university people who were involved in the formulation of the rules. They had officiating boards. We had like eight officiating boards for women officials in NAGWS and DGWS in the State of

Illinois. I was responsible as we started with the girls program to work with those eight boards of women officials. It was—I could not get the test to give the test to the officials and—

BARTGES: Because they had to come from NAGWS?

BUNDY: Because they had to come from NAGWS?

BARTGES: So they had to proctor it?

BUNDY: And they had to proctor it. They had—also the officials had to do actual officiating and to be rated as officials as they officiated a game. And all of those different things were controlled by DGWS, NAGWS. And I tried. I tried my level best to work with them but there were complaints coming in from our officials who were under the IHSA program. We had started to register women officials. We had a women officials department to handle the girls' sports. And there were complaints coming in because there were all kinds of problems with the rating of officials. They felt that some people were given favoritism in terms of the ratings, the taking of the tests, and all of the different things. And we took what they gave us as far as the IHSA office as far as what rating they had. So then it—the—as I talked about the test and everything. Well then the IHSA began to sponsor rules meetings in the girls' sports. The first ones we had were in girls' basketball and in girls' volleyball.

BARTGES: And that was about in '69 or '70, '71?

BUNDY: I think so yes.

BARTGES: When the two groups were meeting with the national high school federation at what point did the federation say, No we're going to do this and you can—

BUNDY: The NAGWS, DGWS people were concerned because the major revenue of AAHPERD was from sale of rules books and things in girls and women's sports. And also the—so they felt they didn't want the national federation to do it but Mr. Fagan explained to them the reasons why it was so important. Then I in my own way I tried to help in terms of letting them know the problems that existed because I was responsible for the officials. I was responsible for whatever training and whatever ratings and things they had but I did not have control—and did not have control, did not have any say in the rules as to what rules the rules would be. And so then shortly after that meeting—and I can't tell you what year that was but—'70, '71 was when the first girls' interpretation meetings were held. But anyway, we changed over and I remember I did up a whole great big recommendation to the board of directors for making transition from NAGWS/DGWS rules and the transfer of their ratings to national federation rules. And from there we started doing the same things that we did in the boys' basketball and that was sending out rules exams so that they took a rules exam and so forth. And then as far as their officiating, it was—the thing that was known was that when you signed up and you became an official DGWS/NAGWS criticized because they thought that anybody who passed an exam then could be an official—and that isn't really true provided they have the right recommendations.

BARTGES: What was your source for basketball officials during this period from say 1968—well which is too soon—to 1977?

BUNDY: Those who had been officiating at the college level and other levels and had NAGWS/DGWS ratings and then—

BARTGES: So they were all affiliated with those two organizations?

BUNDY: Well they were at that time and they had to be in order to be in our IHSA women Officials department because they had to get a rating. They could register but they had to go to them to get the test and stuff, which— So then it changed from that. And then also the Illinois High School Association then had a say-so in what the rules would be through the national federation.

BARTGES: You said what the source was back then. What's the source for officials now? Is there any kind of recruiting or grassroots program for development of officials that you know of? You may not—

BUNDY: Oh there's lots of different programs that the IHSA and the person who's in charge of the IHSA's Officials department they have clinics and they have all different kinds of things for officials. The problem with women officials is that there are still probably—you could probably count on three or four hands the number of women officials in the State of Illinois.

BUNDY: At the point where we became one Officials department— Yes, '77-'78. At that time I was not in favor of merging the two Officials department and making one Officials department but I was overruled

BARTGES: Yes, '77-'78. At that time I was not in favor of merging the two Officials department and making one Officials department but I was overruled

BUNDY: Yes, '77-'78. At that time I was not in favor of merging the two Officials department and making one Officials department but I was overruled-- And the thing happened—yes it flooded it. And the thing that happened that I feared from the beginning and that was that men who could not get games in the boys' program—couldn't get games that were varsity games and so forth—they came into the girls' program and they thought they were topnotch officials.

BARTGES: Why would athletic directors hire them if they were sub at whatever they were doing if there were other qualified individuals that had been happy to referee girls' games?

BUNDY: Well because there weren't enough. Came Title IX and came the expansion of the girls' program and any given night in girls' basketball you would need to have a certain number of officials. And the officials just weren't there if you didn't merge the two departments and allow those officials to come in but—and it was okay except that not enough has been done in my opinion—enough has never been done to recruit women officials for girls' basketball. And it was an objective of mine always to have women officials, provided they were qualified, women officials to have opportunities to officiate in girls' basketball.

BARTGES: Yeah, I don't ever recall seeing male officials. And the women wore skirts when I was playing.³

I've gone into great detail here for several reasons. From the very beginning of

basketball for women, within two years to be exact, a bifurcation of the rules would

³ Ola Bundy, interviewed by Ellyn L. Bartges, November 16, 2004, Bloomington, Illinois, 27-32.

occur.⁴ The split remained and during the first few decades of the twentieth century became even more chaotic with versions from the Amateur Athletic Union (AAU), and International organizations adding to the mix. Mildred Barnes mentioned the loss of three hundred thousand dollars annually to AAHPERD when the rules governing women's basketball were taken over.⁵ Charlotte talks about the importance of which rules are used, and how when the "NCAA took over women's sports they wrote their own rules"⁶, I talk about the historiography of rules as well and now we see an official from a major high school association talking about qualified officials, the rules and a consolidation of men's and women's officiating departments within the State organization. At this point control is lost in my opinion. In 1980, James Clavell wrote a very short work called *The Children's Story* about how the United States was taken over through an occupation, which then was solidified through putting teachers in classrooms and then giving the illusion that the status quo was still in place for all the school children. The students went through a series of responses until eventually the old fears became the new normal as life continued on. While I am paraphrasing, the lesson is not lost on me in how loss of the rules, the financial impact, and the combination of male and female departments resulted in a collapse of the existing structure and the instillation of a completely different balance of power. These events would happen in other states with other organizations, big and small and eventually over a period of years they would happen to the collegiate structure of the AIAW too. Certainly there were other pressures

⁴ Hult and Trekell, *A Century of Women's Basketball*, 28-31.

⁵ Barnes, May 19, 2011, 33, 37.

⁶ West, June 11, 2009, 17.

on the AIAW, starting with the Kellmeyer lawsuit, which led to the requirement of granting athletic scholarships under a court settlement⁷, but the big bad wolf was at the door and the pressure from all sides by the NCAA eventually was overwhelming. There were also splits within the AIAW organization that were deep and can still be heard today when listening to some of the women speak.⁸ While there were certainly high emotions and mourning over the death of the AIAW, Charlotte and others ameliorated those feelings, and through their work in the NCAA helped make that organization more student friendly.

One point that needs made is the assertion by Wushanley that the “men’s athletic model was the norm for equity”⁹ is a specious argument. There is no doubt in my mind that the AIAW needed to offer scholarships in order to be equitable in relation to what men were receiving. If you ask some of the leaders if they think a take-over by the NCAA was inevitable, they will tell you yes it probably was inevitable.¹⁰ That said, I would argue the male model was not the norm for equality because if they were so interested in equality why didn’t they begin organized competitive athletics for women in the early 1960s or before? As someone who played under the auspices of the AIAW and coached under the umbrella of the NCAA, I guarantee you neither one of them were equitable when it came to allocation of funds. Anyone who says they are or were please explain to me how a full service training table for meals for one group of athletes

⁷ Ying Wushanley, *Playing Nice and Losing: The Struggle for Control of Women’s Intercollegiate Athletics, 1960-2000* (Syracuse: Syracuse University Press, 2004), 69-75.

⁸ Laurie Mabry, interviewed by Ellyn L. Bartges August 20, 2006, Vandalia, Illinois, 42-47. Private collection of the author.

⁹ Wushanley, 155.

¹⁰ West, March 13, 2005, 113-114, Mabry, 47.

compares to getting a sack lunch to take on the road to away games? Or how allocation of scholarships at a rate of twelve and a half to a baseball team (not the NCAA permissible number but whatever number was funded), compares to two scholarships for a softball program? Walter Byers, the NCAA president for thirty-five years¹¹, had opportunities to include women in the organization going back to the mid-1960s according to Karol Kahrs, Charlotte West, Joan Hult, Laurie Mabry, Carole Oglesby and others but he chose not to.¹² He was however a shrewd businessman so when the membership of the AIAW grew from nothing to more than nine hundred institutions in less than ten years he saw in my opinion a financial incentive to force athletics for women on the NCAA. Not that women were a huge money making proposition but rather for the political power within the organization it would provide him and as a means of keeping the women's game small and the feminist voices squelched. It is no secret that when the NCAA annexed the AIAW and physical education departments nationwide began combining due to the new need for a more formative athletic structure to handle joint athletic departments, most women administrators lost their jobs in athletics or were pigeon holed into positions as Senior Women's Administrators or they returned to faculty where they had been their entire professional lives. I do not know if this was by design, but it had the effect of muzzling many of the brightest, most ardent advocates for women's sports at that time. Many took their ball and simply returned home. Walter Byers was no white knight when it came to athletic opportunities for women but rather

¹¹ SI.com Vault, *Sports Illustrated*, October 6, 1986, accessed July 18, 2011, <http://sportsillustrated.cnn.com/vault/article/magazine/MAG1065309/>.

¹² The women mentioned objected to the way Ying interpreted their words from interviews he had with them or their friends. West, Hult, and Mabry in particular said he had twisted their words into a meaning they did not believe or intend when they spoke to him and they wished they had not spoken with him regarding certain parts of their interviews.

used women in an opportunistic way to insure the dominance of the programs for men he had built over the years at the NCAA. Amy Wilson's 2013 dissertation on the AIAW includes good responses to Wushanley's arguments.¹³ If the AIAW was considered lacking in equity because it was an organization of women for women's opportunities, why would the same not be true for Division One NCAA athletics for men? It just is not a logical or defensible argument or position to take when considering the leadership of the NCAA and a refusal by the leadership of that organization to try and negotiate a solution that by all accounts would have ended up with the women joining the NCAA anyway (realizing this would have taken some time as there was a faction within the AIAW that were vehemently against joining the NCAA under any circumstances).

HULT: Well 350 had their jobs taken away as the top woman and they became coordinators, they became in charge of academic whatever—for a long, long time. But eventually when you count how many women got athletic directorships not even one—eight in all of Division I. And some of the people knew it was going to happen. We knew it. Those of us that were in the Washington, D.C. area knew that they were going to lose their jobs.¹⁴

Charlotte's legacy through her positions and roles with both the AIAW and NCAA are secure and they provide a snapshot of the journey opportunities for women in athletics have taken over the last forty-two years at the collegiate level. From the time she began her professional career asking her mentor Dorothy Davies if it was OK for her to speak to a regional organization on competitive opportunities for the highly skilled athlete, to this coming June when she is installed as a member of the Women's basketball Hall of Fame she has remained true to her values and compass in providing as many

¹³ Amy Wilson, *A "Saga of Power, Money, and Sex" in Women's Athletics: A Presidents' History of the Association for Intercollegiate Athletics for Women (AIAW)*, Unpublished doctoral dissertation, University of Iowa, 2013, 47-50.

¹⁴ Hult, March 30, 2012, 64-65.

opportunities as possible for women in sport. The many awards and firsts she has amassed will most likely never be surpassed. Technology has afforded us ways to search and learn about people but unfortunately, Charlotte West is a more common name than one might think. A Google search turns up a whopping four hundred and twenty-nine million hits! Scholars and interested parties will need to be diligent to find some of the information on her but she is well worth any effort in research. As a comparator, each reader can Google their own names to see how many times they are located.

It is my hope that this dissertation chronicles some of the specific accomplishments and journeys of Charlotte West whose life touched mine in a variety of arenas, historical, corporeal, and personal. As is obvious to the reader, this dissertation is also partly my Autoethnography, chronicling my life as it intersected, and sometimes mirrored and benefitted from the pioneering contributions of those like Charlotte West. As I mentioned at the beginning, this proved to be the most efficient, least intrusive while effective writing tool for this qualitative methodology.

As I have researched and written this dissertation, there was a consistent, strong undercurrent, reminding me that gender remains a powerful influence on equality and on inequality (the irony of Pamela Grundy's evaluation of athletics being a powerful voice for equality when it came to race has not necessarily been true for gender and is not lost on me).¹⁵ Thus it is also my intent that this dissertation's interviews serve not only to preserve the life story of Charlotte West, but also as documentation of a few female athletes', coaches' and administrators' lives in times when their gender always mattered, many times in adverse ways.

¹⁵ Grundy, 300-302.

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Appendix A

Charlotte West Curriculum Vitae

EDUCATION

- 1970 Doctor of Philosophy in Physical Education, minor in Educational Measurement, University of Wisconsin, Madison
- 1957 Master of Education in Physical Education and Dance, University of North Carolina, Greensboro
- 1954 Bachelor of Science in Mathematics and Physical Education, Florida State University, Tallahassee

EXPERIENCE

- 1998-Present Dean of Faculty, NACWAA/HERS Institutes of Administrative Advancement, Bryn Mawr College and University of Denver
- 1998-Present Professor Emerita and Past Associate Athletic Director, Southern Illinois University
- 1988-1998 Associate Athletic Director
- 1987-1988 Action Director of Intercollegiate Athletics, Southern Illinois University at Carbondale. Responsible for operation of the total athletic program consisting of 20 sports, 450 student athletes and over 70 staff members.
- 1986-1987 Associate Director of Intercollegiate Athletics, Southern Illinois University at Carbondale. Responsibilities included: Directing and coordinating the work of the four assistant athletic directors; supervising eight head coaches and six support staff; serving as liaison to department's standing committees and other university and civic groups; assisting with long-range planning; proctoring all financial aid; assisting with fiscal planning and maintaining fiscal control of significant portion of budget; planning and implementing fund raising activities; representing SIU at the conference and national level to sport's governing bodies; designating promotional and public relations activities; fostering academic progress and success as well as safety and happiness of athletes; developing strong interpersonal relationships among staff; serving as director in the absence of the director; plus other additional duties.
- 1960-1986 Director of Intercollegiate Athletics for Women, Southern Illinois University at Carbondale. Major responsibilities included: administration of an 11-sport, Division I program in accordance with NCAA and GCAC regulations; monitoring the academic progress and

general welfare of more than 150 student-athletes; hiring, firing, and supervising 10 head coaches and 24 support staff; developing and implementing a fund raising program entitled Saluki Futures; serving as fiscal officer for a program budget of over one million dollars; and marketing and promoting of 11 sports.

- 1973-Present Professor of Physical Education, SIU. Developed the graduate program in sport management and served as Director of this program until June, 1991. Advised graduate students enrolled in the sport management program and served on dissertation and thesis committees.
- 1958-1980 Visiting Lecturer at: University of Iowa (1980), Montana State College (1974), Carleton College (1973), University of Wisconsin, Madison (1963), and Florida State University (1958).
- 1970-1973 Associate Professor, Physical Education, SIU.
- 1954-1970 Assistant Professor, Physical Education, SIU.
- 1957-1965 Instructor, Physical Education, SIU.
- 1959-1975 Coach, SIU women's basketball team; Record 158-60; NIT National Championship Consolation Title, 1970.
- 1961-1968 Coach, SIU men's and women's badminton teams.
- 1960-1974 Coach, SIU women's golf team, National Champions, 1969.
- 1957-1958 Coach, SIU volleyball team, initiated the program.
- 1957-1959 Coach, SIU softball team.

HONORS

National

U.S. Olympic Committee, former member of the House of Delegates
 Fellow Member, American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)
 Pi Lambda Theta (Education Honorary)
 Phi Delta Kappa (Education Honorary)
 Delta Kappa Gamma (Education Honorary)
 Who's Who of American Women
 Community Leaders of America
 International Who's Who in Community Service
 International Scholars Directory
 Editorial Board member, Research Quarterly, refereed journal of Physical Education, published by AAHPERD

United States Collegiate Sports Council Basketball Committee, former member
 Participant, Coaching of Basketball for the 5th National Institute of Girls Sports
 sponsored by the U.S. Olympic Development Committee and the Division for Girls and
 Women's Sports of AAPHERD
 Participant, American Council on Education Seminar on Collegiate Athletics
 AIAW/NCAA Joint Committee on Athletics
 AIAW representative to the American Basketball Association of the United States of
 America (ABAUSA)
 National Association for Girls' and Women's Sports Honor Award
 Consultant for the Federal Government (Health, Education and Welfare)
 Honorary ratings in basketball and volleyball from the Affiliated Boards of Officials
 Recipient of the Mary Channing Coleman Award, an academic scholarship for graduate
 students at the University of North Carolina at Greensboro
 Women's Basketball Coaches Association Board of Directors Special Recognition
 Award to Athletic Administrators
 Presidential Award, National Association for Girls and Women in Sport
 Consultant for the Athletic and Physical Education Departments at Carleton College
 Invited member (by {1} Senator Gravel and {2} Senators Strom Thurmond and Ted
 Stephens) of national sport legislative committees
 Consultant for the American Institutes for Research who are conducting A Study of
Intercollegiate Athletics as directed by the NCAA President's Commission
 First recipient of the National Association for Collegiate Women Administrators'
 "Administrator of the Year"
 First recipient of the Honda Award for outstanding achievement in women's collegiate
 athletics awarded at the NCAA convention
 Nike Lifetime Achievement Award presented by NACWAA
 Senior Sports Administrators Award given by the All-American Football Foundation
Regional
 Honor Fellow, Illinois Alliance for Health, Physical Education, Recreations, and Dance
 (IAHPERD)
 Illinois' representative to the 4th National Institute on Basketball sponsored by the U.S.
 Olympic Development Committee
 Personalities of the West and Midwest

Local

SIU Athletic Hall of Fame
 Southern Illinois Regional Women of Distinction (one of 10)
 Selected as one of "Those Who Made a Difference in Southern Illinois" by the Southern
Illinoisian
 Black Affairs Council Distinguished Service Faculty/Staff Award
 1st SIU Woman of Distinction

PROFESSIONAL

National Collegiate Athletic Association (NCAA) Council (3 terms)
 NCAA Council Academics Subcommittee
 NCAA Financial Aid Standing Committee (Chair)

NCAA Committee to Study the Membership Structure
 NCAA Two-Year College Relations Committee (Chair)
 NCAA Athletic Certification Committee
 NCAA Committee on Women's Athletics
 Association of Intercollegiate Athletics for Women (AIAW):
 1979-80 Past President
 1978-79 President
 1977-78 President- Elect
 1974-76 Commissioner of National Championships
 National Association of Collegiate Directors of Athletics, former Executive Board member
 Council of Collegiate Women Athletic Administrators, Academic Committee Chair and Legislative Committee Chair
 America, Midwest, and Illinois Alliances for Health, Physical Education, Recreation, and Dance
 National Association for Girls' and Women's Sports, past Chair of Boards of Officials
 National Council on Measurement in Education
 National Intramural Sports Council
 American Educational Research Association
 Illinois Commission on Intercollegiate Athletics for Women, Executive Board
 American Association of University Women, Carbondale Branch, past Education Chair and present Legislative Chair
 Gateway Conference Committees: Finance (Chair) and Basketball Championship
 Missouri Valley Conference Committees: Transition, Championship Events and Finance (Chair)
 Women's Basketball Coaches Association, Chair of the Issues Committee

UNIVERSITY SERVICE

Intercollegiate Athletic Advisory Committee (ex officio)
 SIU Women's Caucus, former chair and treasurer
 President's Ad Hoc Committee to Study the Role of the IAAC
 President's Budget Advisory Committee
 Recreation Building and Facilities Planning Committee
 McAndrew Stadium Renovation Committee
 Intramural/Recreation Internal Review Committee, Chair
 National Defense Loan Committee
 College of Education Promotion Committee
 Administrative/Professional Staff Council, Chair
 Member of Staff Welfare Committee
 Physical Education Graduate Faculty, former chair
 Carbondale Committee for Research Involving Human Subjects
 Promotion Grievance Committee, Presidential Appointee
 Search Committees: Affirmative Action Officer,
 Chair Vice President for University Relations
 Assistant Dean, College of Education President Graduate Council
 Judicial Review Board

President's Budget Advisory Council

SELECTED PAPERS AND PRESENTATIONS

1. Speaker at the American Alliance of Health, Physical Education, Recreation and Dance National Convention in Denver, Colorado, April 16, 1994.
2. Speaker at the National Junior College Athletic Association Convention at Colorado Springs, Colorado, April 6, 1994.
3. Speaker at the National Small College Athletic Association Convention at Blackburn College, Carlinville, Illinois, March 2, 1994.
4. Speaker at the annual meeting of the Kentucky Association of Health, Physical Education and Recreation at Paducah, Kentucky, November 1, 1991.
5. Speaker for "A Day of Celebration of Women in Athletics" in honor of the retirement of Jeanne L. Rowlands at Boston, Massachusetts, June 1, 1991.
6. Speaker for the Council of Collegiate Women Athletic Administrators Fall Forum entitled "Spectrum—Our Heritage, Reality and Future," at Tyson Corners, September 18, 1989.
7. Frequent speaker on NCAA legislative issues and selected topics; example at the Annual fall meetings of the (1) Missouri Valley Conference, (2) the Gateway Collegiate Athletic Conference, and (3) the Council of Collegiate Women Athletic Administrators.
8. Speaker for the Women's Basketball Coaches Association at the NCAA Final Four, Austin, Texas, March 25-29, 1987, "Development of NCAA Legislation."
9. Debate with Wilford Bailey, President of the NCAA, for the State Higher Education Executive Officers (SHEEO) Conference, Ashville, North Carolina, October, 1986. "Proposition 48."
10. Speech at the National Association for Academic Advisers of Athletes and the National Association of School Personnel Administrators Joint Colloquium, Louisville, Kentucky, November, 1985.
11. "Intercollegiate Athletics" Summer Seminar on Current Issues in Higher Education, SIUC, 1986.
12. Speaker and facilitator at 1958 NACDA Convention Breakfast Roundtables, "Organizing an Alumni Letterwinners Club," Las Vegas, Nevada, June 12, 1985.
13. Speaker at the Business and Professional Women's Club of Murphysboro, Illinois, Status of the Civil Rights Restoration Act," June 13, 1984.
14. Panelist at American Association of Higher Education Conference I Chicago, Illinois, "The Female Athlete—Who Will Direct Her Destiny?." March, 1985.
15. Program Coordinator for the 1984 NACDA Convention, "Computerizing your Athletic Department."
16. Speaker at the 1st Annual Youth Appreciation Dinner, Rotary Club, Centralia, Illinois, October 4, 1984.

17. Speaker at the Post Doctoral Academy at SIU, “Abolishing Athletics,” April, 1984.
18. As the elected AIAW Commissioner of National Championships:
 - a. Supervised and attended the following national events:
 - i. Basketball Nationals—Madison College-Harrisonburg, Virginia, March, 1975 and Penn State University, 1976.
 - ii. Swimming Nationals—Arizona State University-Tempe, Arizona, March 1975, and University of Miami, 1976.
 - iii. Golf Nationals—University of Arizona-Tucson, Arizona, June, 1975.
 - iv. Cross Country Nationals—Iowa State University-Ames, Iowa, November, 1975.
 - v. Volleyball Nationals—Portland State University, December, 1974 and Princeton University, Princeton, New Jersey, December, 1975.
 - vi. Softball Nationals—University of Omaha-Omaha, Nebraska, May, 1978.
 - b. Served as a liaison representative in meetings with the National Bowling Congress, Milwaukee, WI, September, 1975.
 - c. Official AIAW hostess for the Women’s Basketball Team from the People’s Republic of China, New York City, New York, November, 1975.
19. Championship Director of the 1980 AIAW Division I National Field Hockey Championship.
20. Championship Director of the 1979 AIAW Division National Volleyball Championship.
21. At the invitation of HEW, met with Secretary Patricia Harris, Washington, DC, November, 1979.
22. Speaker on Title IX at the Conference on Women and the Law, Washington University, St. Louis, Missouri, November, 1979.
23. Speech at the Annual convention of the NACDA, Ft. Lauderdale, Florida, June, 1979.
24. Spoke to the Women’s Sports Foundation, St. Louis, Missouri, April, 1979.
25. At the invitation of HEW, met with Secretary Joseph Califano, Washington, DC, April, 1979.
26. Speech entitled, “Compliance with Title IX,” University of Southern Mississippi, Hattiesburg, Mississippi, March, 1979.
27. Speech at the NAIA Annual Convention, Kansas City, Missouri, March, 1979.
28. Speech at the Kellogg Coach-of-the-Year Clinic, St. Louis, Missouri, September, 1987.
29. Speech at the annual meeting of the National Federation of State High School Associations (NFSHSA), Salt Lake City, Utah, July, 1978.

30. Two presentations "AIAW Update" and "Title IX" at the annual meeting of the National Association of the Collegiate Directors of Athletics (NACDA), Denver, Colorado, June, 1978.
31. Speech, "AIAW Update," MAIAW, Pokagon, Indiana, November, 1977.
32. Speech, "AIAW Financial Aid Regulations," IAHPER Convention, Chicago, Illinois, November, 1977.
33. Testimony for AIAW before a Senate committee on Senate Bill 2036, Washington, DC, October, 1977.
34. Speech at the 3rd Annual Conference on Innovations and Recent Issues in Education, SIU, Carbondale, Illinois, October 17, 1975, "Recent Legislation Involving Women's Athletics."
35. Speech for the SIU School of Journalism, Carbondale, Illinois, October 9, 1975, "Women's Sports-Past, Present, and Future."
36. Speech at the Workshop for Administration of Women's Athletic Programs, Boone, North Carolina, August 6, 1975, "Dysfunctional Administrative Structures in Athletics."
37. Television interview conducted by George Ofman on Channel 8, Carbondale, Illinois, July 23, 1975, "Title IX and Women's Sports."
38. Radio interview conducted by Charles Stewart on WCIL Radio, Carbondale, Illinois, July 4, 1975, "Title IX and Women's Sports."
39. Speech at the MAIAW Delegate Assembly in Pokagon, Indiana, December 8, 1975, "The Restructuring of AIAW."
40. Speech at the MAIAW Delegate Assembly in Pokagon, Indiana, December 8, 1975, "Present NCAA/AIAW Relationships."
41. Speech during the AAHPER Convention in Atlantic City, New Jersey, 1975, "Administrative Controls for Injury Control in Girls' and Women's Sports."
42. Speech at the AIAW Track and Field Championships Banquets, Denton, Texas, 1974.
43. Lecturer, National Basketball Coaches Clinic in St. Louis, Missouri, 1973.
44. Speech, "Women in Athletics" at the AAHPER Convention, Minneapolis, Minnesota, 1973.
45. Speaker at the Officiating Services Area Sport Guide and Official Rules consultation Hour, Houston, Texas, 1972.
46. Speech, "Programmed Instruction in Physical Education," Mid-American Conference, Chicago, Illinois, 1972.
47. Paper presented "Assessing Game Sense," Illinois Association for Health, Physical Education and Recreation Convention, Peoria, Illinois, 1969.
48. Debate "Competitive Sport for Women," Illinois Athletic and Recreation Federation of College Women, Bloomington, Illinois, 1969.

49. Speech entitled "Interscholastic Sports for Women" at the National Association for physical Education for College Women Convention, Cincinnati, Ohio, 1967.
50. Speech at Athletic and Recreation Federation of College Women Convention, Madison, Wisconsin, 1967, "Co-educational Participation at All Levels of Skills."
51. Conducted discussion session "Inspiring the Highly Skilled Student," Illinois Division for Girls' and Women's Sports meetings, Starved Rock Park, Illinois, 1966.
52. Speaker at more than 30 public school athletic banquets for both men and women from Brookport, Illinois to St. Louis, Missouri

PUBLICATIONS

BY

CHARLOTTE WEST

BOOKS

Safrit, J.; Atwater, A.; Baumgartner, T.; and West, C.: Reliability Theory. Published by the American Alliance for Health and Physical Education and Recreation, Washington, DC, 1976, 46 pages.

ARTICLES IN PROFESSIONAL JOURNALS

1. West, Charlotte, "Institutional Representatives to Sports Governing Bodies," Athletic Administration. National Association of Collegiate Directors of Athletics, Volume 12, No. 4, 1978, pp. 17-18.
2. Thorpe, Jo Anne; West, Charlotte; and Davies, Dorothy, "Learning Under a Traditional and an Experimental Schedule Involving Master Classes," Research Quarterly, Volume 42, No. 1, 1971, pp. 83-90.
3. West, Charlotte, "Skills Testing in Soccer," Selected Soccer Articles, 3rd edition, published by the American Alliance for Health, Physical Education and Recreation for the Division of Girls' and Women's Sports, 1971, pp. 68-72.
4. Thorpe, Jo Anne; and West, Charlotte, "Estimation of Validity for a Test of Game Sense," Perceptual and Motor Skills, Volume 31, 1970, pp. 993-934.
5. West, Charlotte; and Thorpe, Jo Anne, "Game Sense and Intelligence," Perceptual and Motor Skills, Volume 29, 1969, pp. 326.
6. Thorpe, Jo Anne; and West, Charlotte, "A Test of Game Sense in Badminton," Perceptual and Motor Skills, Volume 28, 1969, pp. 159-169.
7. West, Charlotte; and Barnett, Linda, "A Softball Knowledge Test," DGWS Softball Guide, January, 1968-70, pp. 44-50.
8. West, Charlotte; and Thorpe, Jo Anne, "Construction and Validation of an Eight-Iron Approach Test," Research Quarterly, 39:4, 1968, pp. 1115-1120.
9. West, Charlotte, "Coed Participation on All Levels," Challenge of a New World, published by the American Alliance of Health, Physical Education and Recreation, March 29-April 1, 1967, pp. 32-37.

10. West Charlotte; and Thorpe, Jo Anne, "A Volleyball Skills Chart with Attainment Levels for Selected Skills," DGWS Volleyball Guide, July 1967-69, pp. 52-57.
11. West, Charlotte, "Skill Testing in Soccer," American Association for Health, Physical Education and Recreation Soccer-Speedball Guide, July, 1966-July, 1968, pp. 17-21.
12. West, Charlotte, "Athletic Scholarships and Awards for Women," Eastern Association for Physical Education of College Women Fall Newsletter, Volume 66, No. 3, October, 1966, pp. 14-16.
13. West, Charlotte, "Fast Break," DGWS Selected Basketball Articles, 1967, pp. 93-96.
14. West, Charlotte, "Fast Break" DGWS Basketball Articles, 1964-65, pp. 35-38.
15. West, Charlotte, "Wall Volleyball Skills Tests," DGWS Volleyball Guide, July 1963-July 1965, pp. 33-37.
16. West, Charlotte, "Bibliography," DGWS Speedball-Soccer Guide, 1962-64.
17. West, Charlotte, "Annotated Bibliography," DGWS Aquatic Guide, 1961-63.
18. West, Charlotte, "Selected Archery Bibliography," DGWS Archery/Riding Guide, 1960-62, pp. 57-59.

CHAPTERS IN PROFESSIONAL BOOKS

West, Charlotte, "The Female Athlete—Who Will Direct Her Destiny?"
 Rethinking Services for College Athletics, Jossey-Bass, Inc., San Francisco, California, 1985, 98 pages.

West, Charlotte, "The Environmental Effect on the Woman in Athletics,"
 Women's Athletics: Coping with Controversy, American Alliance for Health, Physical Education and Recreation publication, Washington, DC, 1974, 120 pages.

NCAA Committees On Which
 Charlotte West Has Served
 Or Is Presently Serving

Financial Aid and Amateurism
 Committee on Postgraduate Scholarship Committee, Region V
 Review Academic Standards, Council Subcommittee to Review Coaches' Outside Income
 Special NCAA Council Subcommittee to Review the NCAA Membership Structure
 Special Committee to Distribution of NCAA Basketball Championship Income
 Subcommittee on Financial Aid Requirements
 Subcommittee on Review Proposition No. 42
 Council Subcommittee to Review Relationships with Two-Year Colleges
 Special Committee to University Certification Committee
 Waivers for International Competition, Council Subcommittee on

Appendix B

List of interviewees from the '*Family Memories*' Collection at the Abraham Lincoln Presidential Library and Museum, "What About the Character of the Girls?"

Dr. Mildred Barnes
Richard (Dick) Biery
Ola Bundy*
Cindy Adams Butkovich
Linda Blades Connelly
Linda Geibel Gollan
Dr. Christine Grant
Carol Hubbard
Dr. Jill Hutchison
Dr. Karol Kahrs
Marian Kneer
Charlotte Lewis*
Jim Livengood
Dr. Laurie Mabry
Gail Marquis
Billie Moore
Arlene Mulder
Carol Murray
Dr. Carole Oglesby
Jean Pankonin
Ann Penstone
Carol Plodzien
Lorene Ramsey
Karen Roppa
Gretchen Doss Sauer
Cindy Scott
Dr. Phebe Scott*
Lynne Sears Slouber
Nancy Stiff
Joanne (Jo) Streit
Sue Strong
Ray Torry
Chris Voelz
Holly Warlick
Dr. Charlotte West
* Deceased

Appendix C

Responses of Interviewees to Title IX Question How Do You Think Title IX Affected Girls' Basketball in Illinois?

Well, I, I, think it put, it put a lot of pressure, I think on the administration at that time that, to make, a, your going to have to make a move, so you may be able to lay it awhile but you miaz well get going on it. So I think there was some pressure brought, a lot of pressure brought to bear

Well, I'm sure that it opened the door, a lot of if we could just simply say, a lot of gym doors, um, although, I'm, I know that it caused a lot of grief too with what school administrators and coaches and, ah, different people had to deal with... But, ah, you know, it most definitely had an effect. I'm sure.

EB: Positive or negative?

Well, I would say positive in that it basically **bullied** people into saying, OK, now you're going to have to make some changes, ah in order to allow for more, more space, more time, for the girls to become involved, and so yeah, I'm sure it was a positive and yet it was **begrudging** to ah, many of them I'm sure, many of the, ah, male administrators.

Well, at least, um, I think it at least got it more um, in the public eye in which um, there **are** girls that want to play maybe some people wouldn't even have thought that, um, there are girls that want to play, and like to play and enjoy playing basketball and once they were kind of forced to have to have a team um, even if they didn't, even starting out slowly, which I'm sure when boys started that they didn't just start out with 25 game.

Well, I guess that I, I think it; it got us interscholastic basketball more quickly than would have happened without it. It, it would have come eventually, um, you just can't keep things like that down forever. But because there were guidelines and the necessary um, you know, equality type of things, then, first of all, people who wanted these things were more likely to push for them and then the schools didn't have much of a recourse as far as whether or not they were going to accept them. So I would say it accelerated it greatly.

Oh, I think it definitely affected the schools that were not going to allow it and give up the boys facility were forced too. So yes, I, I think it definitely had an effect on the smaller schools and the schools with fewer facilities.

Title IX affected everything, but, ah, it really brought in the scholarships. Um, and it, it legitimized females having equal opportunity to males. It didn't make it happen for decades. You know, so it gets passed in 72 it's not even enforced until 76, and it doesn't even start to show up until the 90s. So I think all that's part of social change. I mean, you know, you can have the rules its just like you know, racial issues. The rules are there it just takes society awhile to change and I think social change is slow.

I just think it, it helped to support giving them their, their, their do, their fair share. I mean, you couldn't ignore it anymore. They had to do it whether they liked it or not...

Why should they have to fight with trying to spend all that extra money from the board and get gyms and get teachers and why did they want to put their head into that little oven but they had too so they did. I don't think they did it willingly, I really don't. Even though I didn't feel my principal for example was opposed to it. I don't think he was excited about doing it.

I think it was a good thing. I, think it gave us, ah, an equal chance in **all** the schools. Because, you know, like we said in Illinois late! Oohh, they were so late.

Well, the most positive thing out of Title IX to me has been the fact that it is now OK for a woman to be athletic and to be good. That's the most positive thing... But also and the equity aspect was obviously missing. They had no programs compared to extensive programs for the boys so they began to feel they had to provide it... This is another thing. You know, not all from Title IX is good in that you don't find women officials any more. You don't find them as directors of the, or chairman of departments anymore. Very few. And see, I look at this picture; they're all women (she was looking at the game program from the first Girl's High School State Tournament in Illinois from 1977).

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Oh, hugely. I think, um. Ah, I, I don't know so much on the high school level but I do know it on a collegiate ah, level that ah, things just opened up, in fact we were so used to working, um, operating on a shoe string that we didn't know what to do with all the money that came to us through ah, Title IX, because of Title IX. So it just increased all kinds of opportunities.

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have women in the office (IHSA) that embrace athletics that has changed. I think we're very progressive compared to a lot of states, but we certainly were NOT a leader in the beginning... it's beyond a shadow of a doubt that that's true. Ah, just the votes that we had with the principals and ah, they were the one that had the power and many of them represented ah, areas that had told them don't vote for girl's athletics, ah, we've got enough problems as it is.

It has pros and cons. You know, of course we were for it. But again, it's a matter of people were, women's lib were it had a to me it had a label. It's like why all of a sudden should we give up everything for this? Why should we give up our wrestling program so they can have this um... Not so much in my area, but it's, it was the same tone. I want to use the word tone. Title IX scared people, I think. I think it was a word that they started thinking that hey, women aren't supposed to be doing this that gives them a you know, a right. Ah and I still have always said in all the years of coaching and teaching, whatever, we just want an opportunity that's all this means is that your giving us an equal opportunity to have what you have. It's not saying anything more than that. But you know, the universities that all of a sudden have to cut out so you have equal sports or you know, so many men you know things that guys can do girls can do. But I think people ran scared of the word. Ah, I think they were thinking it was just going to cause them more grief. No one was willing to take the time to let it evolve... In my area Title IX meant to them that they'd have to get their lawyers and get all the people they needed to say OK, are we doing the right thing?

I think that it did. It affected everything I think. I think it just opened those doors which was amazing and it almost, you know, I'm thinking of myself and high school, you played GAA and that was it and went through college and was happy to play you know interscholastically but it almost kinda snuck up on you. I'm, um, it wasn't even anything we ever even thought would happen. I don't think in some regards. Like when I first took my first teaching job. I never really thought that much down the line that I'd be coaching a sport necessarily. I, maybe I was goofy to not think that but you know, I didn't know cause it just wasn't out there... it just, you know, kind of evolved and then that was exciting to see that and it was Title IX just pushed everything.

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I would have hoped especially that we were the very big start of equality. You know, it'd be nice if we could've practiced when you know, at least eh girls varsity practiced the

same time that the boys varsity had practiced, and I think those girls at that time that I had at the State Tournament, I think they started to have folks understand that they needed to be respected and they need to have equality as, as a team... I didn't want it to be a political thing, I really didn't want it to, but I, I kinda felt there towards the end it was.

It probably had a positive effect on it. I mean, ah, I don't think that, you know, Title IX, I don't feel was a, a issue as far as whether or not we played basketball here or didn't play basketball here. I do think that the schools that were dragging their feet and, and ah weren't' that quick to jump on the bandwagon, I think it probably had more of an effect on, on those schools to the point where they probably knew that this is something we're going to have to face up too and we need to realize that it's a program that we're going to have to implement. So I guess it probably did have an impact on interscholastic sports as a whole in Illinois.

I think most Title IX changes, do I think that's beneficial maybe in the long run. Um, I think at the college level reaped great benefits in terms of monies and budgets and where the programs could go. Facilities, um, and I think officiating. I, we've, we've seen a lot of women go from officiating. They've all been replaced by men. I don't know, I, it used to be you had to have women officials too... We grew, is it good? I, I, it never worried me that I was coaching against a male coach. To me that didn't matter. It, it just really didn't matter. Um, I just hated to see, um, women leaving, um, I just think we need some really good role models, more role models for our girls and I just hated to see the women leave but I know a lot of them want to have families and it just seems like the married women would be the first to go and then we'd get, we'd get single women and eventually kids that played college ball but they, they don't want to hang in there. They didn't have that stick-to-itiveness that I think a lot of us had.

It probably forced the issue... Yeah, I'm just trying to think. Um, probably equal opportunity for girls, ah, you know because they see guys doing it and, and often times you find girls and guys playing one on one you know and 3 or 3 that sort of thing so I would think that ah, just equal opportunity about covers it. Lets give the girls what the guys has had for 40 years or so.

Title IX. I think that was, you know whether they were considering it earlier or, or not, when Title IX came on the, on the scene, **THAT**, I think, ah, was the motivating factor to get it involved and get it involved quickly. So there's a kind of "lets get at it"... I think it opened the door because no longer could administrators or boards of education hide behind the, ah, stigma factor or the cost factor or the lack of interest factor or anything. Now it was Federal Law, ah, it's here, how are you going to implement it and whatcha going to do about it?

Well, I, I think it was, it was probably one of the biggest ah, impetuses. I think that, that it was moving slowly and I think that, that when you look around and you saw other states doing it and when you saw that there was a really, there was going to be enforcement for equitable treatment that it was, it was, a critical component an, an

unmatched in the century except for you know the women's right to vote and the civil rights bill. Unmatched in terms of, of really its consequences I believe.

It was a tremendous catalyst. And it remains that way today because we've made great advances but we certainly are not in an equitable situation today. And a lot of times when change is needed, ah, it's not because it's the moral thing to do, it's because you have to do it and early on it was **very begrudgingly** done. And as changes were made, you know, the guys are some of our greatest advocates now because you know, the guys want their daughters to play, they want their girl friends to play, they love it and, and it's, it's not the issues today that it was but early on it was extremely uncomfortable and I say absent Title IX we would not have seen the changes that we've seen today... Oh, I, I thought we were just dragging our feet. And that people were not responding to the needs of women. And I could understand, you know, ah, certainly being from southern Illinois with all of the small communities with one gym and they had boy's varsity and they had junior varsity and then they had freshman team. They didn't want the women and they were resistive and ah, there were a lot of ah, attitudes that needed to be changed and they were very slow in Illinois. It was very frustrating... It was pressure from neighboring states but ultimately from Title IX. It got a lot of press and there were a lot of changes and I say absent Title IX, we'd probably seen Illinois being 1980 before they'd do anything because I don't think there was the ferber, the desire, the commitment, the philosophy anything with the federation... And those are strong statements but I believe that very strongly... There was so much resistance, so much resistance and you know, some people that were the resisters, when change occurred and it wasn't, you know, "the sky is falling", would like to say they were leaders and making the change. They, they weren't leaders; they were pushed to make the change.

Appendix D

National, Regional and Local Organizations of Physical Education, Athletics, and Sport

AAHPERD – American Alliance for Health, Physical Education, Recreation and Dance
AAU – Amateur Athletic Union
AAUW – American Association of University Women
ABAUSA – Amateur Basketball Association of the United States of America
ACLU – American Civil Liberties Union
AIAW – Association for Intercollegiate Athletics for Women
APEA – American Physical Education Association
APER – *American Physical Education Review*
ARFCW – American Recreation Federation of College Women
CIAW – Commission on Intercollegiate Athletics for Women
CWA – Committee on Women’s Athletics (of APEA 1917)
DGWS – Division for Girls and Women’s Sports
Executive Committee – AIAW Leadership (Past, Present, Future Presidents)
FIBA – Federale Internationale Basketball Association
GAA – Girl’s Athletic Association
Gateway – Gateway Athletic Conference
HEW – Health, Education and Welfare, Department of
IAHPERD – Illinois Alliance for Health, Physical Education, Recreation and Dance
IAIAW – Illinois Association for Intercollegiate Athletics for Women
IARFCW – Illinois Athletic Recreation Federation for College Women
IHSA – Illinois High School Association
MAC – Mid American Conference
MAPECW – Midwest Association for Physical Education of College Women
MVC – Missouri Valley Conference
MVFL – Missouri Valley Football League
NAAF – National Amateur Athletic Federation (Women’s Division 1923)
NACWAA – National Association of Collegiate Women Athletics Administrators
NAGWS – National Association for Girls & Women in Sport
NAIA – National Association of Intercollegiate Athletics
NAPECW – National Association for Physical Education of College Women
NCAA – National Collegiate Athletic Association
NCWGE – National Coalition of Women and Girls in Education
NFSHSA – National Federation of State High School Associations
NGB – National Governing Body
NJCAA – National Junior College Athletic Association
NRFCW – National Recreation Federation for College Women
NWBC – National Women’s Basketball Committee (rules 1905)
NWLC – National Women’s Law Center
OCR – Office of Civil Rights
OVC – Ohio Valley Conference
Tripartite Committee –

USOC – United States Olympic Committee
WBCA – Women’s Basketball Coaches Association
WBCR – Women’s Basketball Rules Committee (1899)
WPBL – Women’s Professional Basketball League
WRA – Women’s Recreation Program

Appendix E

Responses of Interviewees to How Quickly Changes were Seen in Funding for Girls' Sports in Illinois after Passage of Title IX

Well, I, I, think it put, it put a lot of pressure, I think on the administration at that time that, to make, a, your going to have to make a move, so you may be able to lay it awhile but you miaz well get going on it. So I think there was some pressure brought, a lot of pressure brought to bear

Well, I'm sure that it opened the door, a lot of if we could just simply say, a lot of gym doors, um, although, I'm, I know that it caused a lot of grief too with what school administrators and coaches and, ah, different people had to deal with... But, ah, you know, it most definitely had an effect. I'm sure.

EB: Positive or negative?

Well, I would say positive in that it basically **bullied** people into saying, OK, now you're going to have to make some changes, ah in order to allow for more, more space, more time, for the girls to become involved, and so yeah, I'm sure it was a positive and yet it was **begrudging** to ah, many of them I'm sure, many of the, ah, male administrators.

Well, at least, um, I think it at least got it more um, in the public eye in which um, there **are** girls that want to play maybe some people wouldn't even have thought that, um, there are girls that want to play, and like to play and enjoy playing basketball and once they were kind of forced to have to have a team um, even if they didn't, even starting out slowly, which I'm sure when boys started that they didn't just start out with 25 game.

Well, I guess that I, I think it; it got us interscholastic basketball more quickly than would have happened without it. It, it would have come eventually, um, you just can't keep things like that down forever. But because there were guidelines and the necessary um, you know, equality type of things, then, first of all, people who wanted these things were more likely to push for them and then the schools didn't have much of a recourse as far as whether or not they were going to accept them. So I would say it accelerated it greatly.

Oh, I think it definitely affected the schools that were not going to allow it and give up the boys facility were forced too. So yes, I, I think it definitely had an effect on the smaller schools and the schools with fewer facilities.

Title IX affected everything, but, ah, it really brought in the scholarships. Um, and it, it legitimized females having equal opportunity to males. It didn't make it happen for decades. You know, so it gets passed in 72 it's not even enforced until 76, and it doesn't even start to show up until the 90s. So I think all that's part of social change. I mean, you know, you can have the rules its just like you know, racial issues. The rules are there it just takes society awhile to change and I think social change is slow.

I just think it, it helped to support giving them their, their, their do, their fair share. I mean, you couldn't ignore it anymore. They had to do it whether they liked it or not... Why should they have to fight with trying to spend all that extra money from the board and get gyms and get teachers and why did they want to put their head into that little oven but they had too so they did. I don't think they did it willingly, I really don't. Even though I didn't feel my principal for example was opposed to it. I don't think he was excited about doing it.

I think it was a good thing. I, think it gave us, ah, an equal chance in **all** the schools. Because, you know, like we said in Illinois late! Oohh, they were so late.

Well, the most positive thing out of Title IX to me has been the fact that it is now OK for a woman to be athletic and to be good. That's the most positive thing... But also and the equity aspect was obviously missing. They had no programs compared to extensive programs for the boys so they began to feel they had to provide it... This is another thing. You know, not all from Title IX is good in that you don't find women officials any more. You don't find them as directors of the, or chairman of departments anymore. Very few. And see, I look at this picture; they're all women (she was looking at the game program from the first Girl's High School State Tournament in Illinois from 1977).

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Appendix F

Chronological List of the Association for Intercollegiate Athletics for Women Presidents (AIAW)

Each time frame listed includes a year each as Incoming, Serving and Past President of the organization.

1. Carole Oglesby, 1971-1974
2. Carole Gordon, 1972 – 1975
3. L. Leotus (Lee) Morrison, 1973 – 1976
4. Laurie Mabry, 1974 – 1977
5. Margaret (Peg) Burke, 1975 – 1978
6. Judith (Judy) Holland, 1976 – 1979
7. Charlotte West, 1977 – 1980
8. Carole Mushier, 1978 – 1981
9. Christine (Chris) Grant, 1979 – 1982
10. Donna Lopiano, 1980 – 1982
11. Merrily Dean Baker, 1981-1983

Appendix G

Institutional Review Board Waiver

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Office of the Vice Chancellor for Research
Institutional Review Board
28 East Green Street
Suite 203
Champaign, IL 61820



August 11, 2009

Re: Initial interview of Charlotte West after preliminary Rene Portland interview (2-14-09) regarding the 1972 AIAW/DGWS National Championship of Women's Intercollegiate Basketball (#09637)

Preliminary interview of Rene Portland for Charlotte West Ethnography (#09386)

Preliminary interview of Dr. Christine Grant for Charlotte West ethnography (#10066)

Preliminary interview of Dr. Bonnie Slatton for Charlotte West ethnography (#10083)

Dear Dr. Sydnor,

Thank you for submitting IRB applications for the four titles listed above. I have reviewed each application and have determined that since the purpose of this study is to document, through interviews and records research, important cultural and historical information about Dr. West and the evolution of women's basketball in the state of Illinois this study does not meet the university's definition of human subjects research. Additional interviews of this nature do not require IRB review.

If you have any questions about these or future studies please do not hesitate to contact me.

I appreciate your conscientiousness in conducting ethnographic research your cooperation with the IRB Office.

Sincerely,

Sue Keehn
Director, Institutional Review Board

c: Ellen Bartges, M.A.

Appendix H

Transcript Proofing Instructional Sheet

As you read the transcript, also keep in mind that most people use language differently when they speak in conversation, and when they write. We tried to retain the spontaneity and informality of conversation while at the same time making your words clear to the reader. You may feel a little uncomfortable and surprised by the way your words look, but please resist the temptation to “fix up” what you said.

Make your changes / corrections directly on the document using a pen. It is very important that your handwriting is clear and legible. Place a ✓ in the right-hand margin next to each correction.

1. Pay special attention to the spelling of the names people and places, and of technical terms. Words/phrases in the transcript that are underlined or **highlighted** and/or followed by (“unintelligible”), indicate names or information on which our transcribers were unsure. Indicate either that the information is correct, or make the necessary changes.
2. If you discover that you made a mistake during the interview – that you gave a wrong name, an incorrect date or place, etc. – please make that correction.
3. Clarify any sentences for which we have included notes in brackets. You may use a separate sheet of paper if you need more space. If you wish to change the text a little to clarify something please do so.
4. Fill in any blanks. Because of background noise or a transcriber’s lack of familiarity with the subject matter, we may have been unable to hear or recognize some words. If so, we have left a black or again used (“unintelligible”). Make your corrections directly on the transcript whenever possible. Write on a separate sheet of paper if you need more space, providing the page number on the extra sheet.
5. If you feel strongly that some information should not appear in the final copy, please indicate this as such, clearly nothing the material for which you have a concern, and inform the oral history office of the same. Remember, that information will still be in the audio version of the interview.
6. Once you review the entire document, please sign the top first page to indicate you have reviewed and approved it.

Appendix I

Original Interview Questions

Personal Interview Questions for Collection of Oral Histories about Girl's Basketball

1. Please give your name and the town you currently reside in. (Ellyn will do the intro of this as a lead in for each tape.)
2. Where did you go to high school?
3. Did you play sports in high school?
4. Were these play days, GAA days, extramural or interscholastic competitions?
 - A. Describe what this meant to you. Played other schools, other teams from your own school, during lunch hour? Before/after school? Saturdays? Did you have class teams? (Did you have uniforms? Were there fans? Was admission charged? Who refereed?)
 - B. Was your experience playing in 5 player or 6 player basketball? Rover?
5. When did you graduate from high school?
6. What is the highest level of education do you have?
7. Where did you go to college? Did you play any kind of ball in college? Explain. Where did you play? Did you have uniforms? Was admission charged? How much? Did you have fans? How did you travel? Did your coach drive? Did you get meal money? Who did you play against? Were there tournaments? How many? Etc.
8. What is/are your degree(s) in or what did you major in?
9. Are you familiar with the "Postal Tournament"? How often did you participate?
10. Can you tell a little bit about it and your experience with it?
11. Did you have any experience in any industrial leagues? What was that like? Were your parents, peers, and teachers supportive of this activity? Did you play AAU ball?
12. Did you serve in the military or national guard at any time? Were you a Girl Scout?
13. Did you teach or coach in the secondary school system?

14. For how many years?
15. Was your principal male or female? What was his name?
Do you know where they were originally from or where they went to school?
16. Were they in favor or against adding girl's basketball or sports in general? How did they demonstrate this?
17. Did you participate in a National Sports Institute or a National Leadership Conference? When was that? Did you in turn disseminate that knowledge in your area? How was that received?
18. Were officials in Illinois concerned with what version of the rules were used? What version ended up being used and why?
19. In 1971 when the National Basketball Committee experimental rules became official, how did that impact Illinois if at all?
20. Did you favor these rules changes? Why or why not?
21. Tell me about the role you had in getting interscholastic basketball added for girls in Illinois?
 - A. Did you face any obstacles during this process and if so what kind?
 - B. How did you overcome these obstacles? How long did this take?
 - C. What motivated you to lead or push for these changes in basketball at the high school level?
 - D. Did you attend coaching clinics? Who was your boy's basketball coach? Did you ask him for help? Did he give you any help?
 - E. How was your school instrumental in getting basketball added? Were they leaders or just tagged along?
 - F. How quickly did your school adopt the new sport? What conference did your school belong too? How many teams were in this conference? How many male/female coaches were there in this group? Who were they? How many games did you play in the first few years? Who did your scheduling?
 - G. Was it too organized for you? If so why? If not how was it different than the previous competitions?
22. Did you belong to any group or groups that were active in the civil rights movement?

23. Billie Jean King says that she hates labels and being labeled. However for the purpose of this interview, how did you or would you have characterized yourself during this period of your life?
24. I am going to list a collection of states that surround or border Illinois and the years that they implemented a state tournament for girls basketball, [(Iowa – 1926, Indiana 1975, Michigan 1973, at least, Wisconsin 1976 three classes, Minnesota 1974, Ohio 1976, Kentucky, 1920- 1932 then 1975, Tennessee 1965, Missouri 1973, Illinois, 1977)], As an educator, player, coach, administrator, how did you feel when you saw the states surrounding you competing in competitive state tournaments and Illinois wasn't?
25. What can you tell me about the process of getting a State Tournament added in Illinois? How were you involved in that process? Did you attend the first State Tournament at Horton Field House in Bloomington? What were your thoughts and/or feelings when you walked in the door for your first game? What did you think about the caliber of play? How did your team do?
26. In your opinion, given the previous data, what was the major reason that slowed basketball from being added as an interscholastic sport sanctioned by the IHSA? Why do you think it changed?
27. What role do you think homophobia played in the development and growth of girls sports at the high school level, particularly for team sports like basketball? Was any one group (administrators, coaches, parents, players) more concerned or vocal about “mannish” behavior than another?
28. What factors can you identify that influenced previous decisions against interscholastic competition in the state of Illinois for girls in basketball?
29. What happened to change the IHSA's stand on adding basketball as an interscholastic sport?
30. Did the AMAs endorsement for vigorous exercise help change public/educational policy towards interscholastic sport as far as you could tell?
31. How do you think Title IX affected girl's basketball in Illinois? (Follow ups)
32. How quickly did you see changes in funding, travel, schedules, publicity, uniforms, coaching, officiating, and facility usage?
33. Marianna Trekell in her book **A Century of Women's Basketball**, stated that she felt that Title IX forced the issue or role model for women's and girl's sports towards the more competitive male model of sports. Do you agree or disagree and why? (Dr. Trekell died before I could interview her in September)
34. Can you recall anything else that might help me to understand the history of girl's basketball in Illinois from this period 1968 – 1977?

Appendix J

Example of Gift of Deed Document

Oral History Deed of Gift

I, _____ [name of interviewee]

Address _____

Telephone: _____ Email address: _____

herein permanently give, convey, and assign to Ellyn L. Bartges the
oral interview(s) conducted by Ellyn L. Bartges

on the following date(s): _____.

In so doing, I understand that my interview and associated materials will be made available to researchers, and may be quoted from, published or broadcast in any medium, including the internet, that Ellyn L. Bartges shall deem appropriate.

In making this gift, I fully understand that I am conveying all legal title and literary property rights which I have or may be deemed to have in my interview(s) and associated materials, as well as my rights, title and interest in any copyright that may be secured under the laws now or later in force and effect in the United States of America. My conveyance of copyright encompasses the exclusive rights of: reproduction, distribution, preparation of derivative works, public performance, public display as well as all renewals and extensions. I also understand that, if the interview is transcribed, I will be given an opportunity to edit the resulting transcript in order to make corrections and to clarify my original thoughts.

INITIAL ONE:

_____ Tapes, transcripts and associated materials may be used without restriction

_____ Tapes, transcripts and associated materials are subject to the attached
restrictions

(Signature of Interviewee)

(Date)

I, _____, as the authorized representative of said interview, accept the above cited interview(s) for inclusion into any appropriate historical collections I see fit to store, preserve, translate and provide access to this unique interview. Additionally, at the time of deposit, I waive the same literary and property rights as described above over this interview with any restrictions from the interviewer noted below.

(Signature of Interviewer)

(Date)

Associated Materials

The following materials (photos, articles, documents, etc.) are included in the Deed of Gift:

I hereby place the following restrictions on the use the materials covered by this Deed of Gift:

(Signature of Interviewee)

(Date)